SIMPLE CHAPTERS

ON

ENGLISH LIFE

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For Matriculation Classes.

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PREFACE

THIS book is meant for the study of simple English by pupils preparing for the Matriculation Examination. In the early years of the study of English, a pupil may rightly be confined to familiar Indian topics: but as he approaches the High School leaving stage, he should begin to study English life and the English language together. This book has been written with the object of assisting him to do this, so that through acquaintance with some of the simple and more striking facts of English life, and of the ordinary vocabulary connected with them, he may be able later on to undertake, with more interest and understanding, a wider reading of English books.

A teacher unfamiliar with English life need feel no anxiety in using this book with his pupils, since care has been taken to give all the explanations necessary in the body of the text itself.

Variety has been secured by including a few topics not bearing directly on England.

The exercises at the end relating to each chapter are intended to be illustrative only: teachers will no doubt depart from them as their own views and experience suggest.

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CHAPTER I

English Customs

Names

No one can know a language well, or understand most of the books written by people who speak it, unless he knows something of the life and customs of the people who use it So if you want some day to be able to read books written in English and for English readers, as well as books written specially for Indian pupils as this book is, some of the topics you read about should treat of the habits and customs of the people of Great Britain, *i.e.*, England, Scotland and Wales, and of English-speaking people who live outside Great Britain. Accordingly some of the chapters in this book will be on matters which may seem a little strange at first, but where there are difficulties I shall try to remove them by explanation beforehand.

I shall, of course, introduce English names into the lessons, and I shall choose some of the commonest names in use in England. Every member of an English family has a surname and one or more Christian names, as they are called. The surname is the same for all the members of

the family—it is the name by which the father is called by people outside the family. This name he receives from his father and hands on to his children, and his wife also takes it when she marries him. For example, Mr. and Mrs Brown have the surname Brown ; Mr Brown's father was called Mr. Brown, and a son of his when he grows up will be Mr Brown too His daughter remains Miss Brown until she marries, when she will exchange this surname for her husband's

But besides this name common to the family each member of the family has one or two other names, which are chosen for him by his parents As amongst Indians, there is one set of names to choose for girls and another for boys Examples of boys' names are John, George or Tom, and of girls' Mary, Alice or Ellen. Brothers and sisters, relatives and near friends call each other by their Christian names, but others generally use the surname. Parents use Christian names when speaking to each other and to their children, but children usually call their parents 'Father' and 'Mother.'

MEALS.

It is the custom in England and other countries where the climate is rather cold

to eat more often than do the inhabitants of warmer parts of the world. Food makes for warmth in the body and so helps it to resist the cold outside

People in England have three or four meals a day As a rule, they start with breakfast in the morning about eight or nine o'clock, at which they drink tea or coffee, and eat porridge, eggs, bacon and sometimes meat, with bread and butter.

The next meal, which takes place at about one o'clock, is called lunch, or, by English people in India, tiffin, and consists of meat with vegetables, and some kind of pudding made of flour eggs and butter, or rice and milk. Then follows afternoon tea, a lighter meal, at which tea is drunk with a little bread and butter and cakes to eat, followed in the evening by dinner.

Dinner is usually, among the upper classes, the main meal of the day. With richer people it consists of many dishes one after the other — soup, fish, meat with vegetables, and pudding, followed by fruit or nuts with wine to drink. Poorer people cannot afford to have so much variety. Potatoes are much used by the English who eat them both with lunch and dinner.

CHAPTER II

CHRISTMAS DAY

Christmas, which falls on December 25th every year, is one of the chief holidays or festivals of the Christian religion, as it commemorates the birth of Christ, whom the Christians worship as the Son of God. On this day it is the custom for the members of a family to give one another presents. For some weeks before Christmas the shops of the town are full of gifts suitable for old and young, and are gaily decorated, and brightly lit in the evening, in order to attract buyers. The children have been saving up their pennies for months, and now they go out, full of excitement, to buy presents for their parents and brothers and sisters.

On Christmas Eve, the day before Christmas day, when they go to bed, the little ones hang up a sock or stocking at the foot of the bed. During the night the playthings, sweetmeats, and other gifts for the child are put in this stocking, so that he discovers them there when he wakes on

Christmas morning. You can easily imagine what a pleasant excitement it is to a small boy or girl to be awakened early on Christmas morning by the Christmas bells, ringing in some church near-by, before it is yet daylight and to try to make out what all the presents in his stocking are.

The elder members of the family tell him that they are gifts from Father Christmas. This wonderful Father Christmas he pictures as a reverend old man with a flowing white beard and a kindly face who comes quietly into the room at dead of night carrying armfuls of toys for little children. The elder members of the family find their presents on the breakfast table.

During Christmas morning it is usual for Christians to go to church for worship and thanksgiving and afterwards, about midday or in the evening, to have a special Christmas dinner at which they eat, amongst many other good things a fine fat turkey and a plum pudding. After this they often play indoor games or make merry with singing or dancing.

Christmas comes in the middle of the English winter, when the days are shorter, darker and colder than at the same time in the Punjab, and snow sometimes falls. The English think a cold frosty day, with

snow lying on the ground, to be real Christmas weather.

It is also the custom to decorate the houses at Christmas time. There is a common English shrub called holly, which has sharp, prickly leaves and pretty, bright red berries. The children tear down great branches of these holly trees, as well as other evergreens, and bring them into the house and hang them up in bunches and festoons over doors and fire-places, and on the walls. This all gives a bright and cheerful appearance to the scene and adds to the feeling of festivity.

CHAPTER III

The English Countryside

England is one of the three countries which together form Great Britain. In size it is two and a half times smaller than the province of the Punjab, and you could fit it thirty times into India England is much further north than India and is in consequence much colder. The cold, however, is not so severe as in the other countries of Northern Europe, because England is part of a small island and the sea retains heat longer than the land does

England is so small that no part of it is more than 120 miles from the coast. Though so small it is a very varied country; there are hills and valleys, rivers and streams and many miles of good agricultural and pasture-land. Though there is no one rainy season, when rain falls for weeks at a time, as there is in the Punjab, yet there is seldom a season when it is dry for long. Scarcely a week passes without some rain falling, so that there are good crops of wheat, barley, and oats, as well as potatoes, turnips, and other roots.

Owing to the frequent rain and the warm sun the grass is always green, and from spring-time onwards the fields and woods are full of pretty wild flowers, which blossom according to the season and make the country very charming. England is full of trees of many beautiful varieties, and as the autumn approaches the leaves of these trees turn bright red and yellow in colour as they die off ; then as the weather becomes colder they fall in showers to the ground, where they lie like a golden carpet, till they decay. Throughout the winter the trees stand bare and leafless, till spring comes again, when they burst out into bud and fresh life.

English fields are very irregular in shape and size, and on the whole they are smaller than the fields of the Punjab and often they are not flat but may be situated on a steep hillside which makes ploughing very difficult Horses are used to draw the plough in England and fine heavy animals they are, especially bred for the purpose of farm work, which requires more strength than a light riding horse would possess. You may think it strange when I tell you that there is only one crop in the year in England.

Most of the ploughing is done in the autumn and all the winter the fields lie

fallow : the soil is frozen hard by the frost, and is sometimes under snow. In the spring, sowing is begun in earnest, and by March the grain is all sown, and is ready for reaping in September. Much of the land is kept under pasture—that is, it is grass-land for horses, cattle, and sheep to graze on.

The fields are all divided from one another by hedges, or banks, or often a hedge on the top of a bank. A hedge is a close row of low thick bushes, often prickly, and its purpose is to prevent the cattle straying from their pasture-lands to the nearest fields of crops, which they would spoil. A man can pass from one field to another by means of gates or stiles. A stile is a wooden barrier with one or more steps leading up and over it and down into the field on the other side. A man can easily climb over a stile, but cattle or other animals cannot do so.

You see here a picture of fields separated from one another by hedges. The field in the foreground is pasture-land, and there are cattle grazing in it. Here and there along the hedges are tall trees, but there are no trees in the middle of the fields as this would lessen the room for crops and interfere with ploughing.

It is a good thing to have some big trees along the hedges of pasture-land, as they give shelter to animals from the hot sun or from rain. You will notice that the fields in the foreground of the picture are flat, but in the background they slope away uphill, till they become quite steep as we see on the horizon Each of the dark lines you see in the distance is a hedge and each piece of enclosed land a field We cannot see here any gates or stiles but there are sure to be some, or how would the farmer pass from field to field ? If there were gaps in the hedges through which he could push a way, then the cattle could do so also.

AN ENGLISH VILLAGE

CHAPTER IV

AN ENGLISH VILLAGE

The houses in an English village are much more scattered than are those of a village in the Indian plains. A village may extend for a mile or more, with cottages and houses here and there, singly or in groups, or farms, standing alone in the midst of their own land All the same there is usually a centre point to a village, and this more often than not is the village green A green is a grassy stretch of land owned by the villagers in common, generally surrounded by cottages, and the villagers have the right of grazing their horses, cows, or donkeys on the green

In the old days fairs used to be held yearly on the village green, when there was much dancing and merriment, but now this old custom is dying out. Even now on holidays the village lads collect here for cricket matches and the other villagers look on and smoke and chat. Often there is a pond near the green where ducks swim about and enjoy themselves in the sunshine hunting for

frogs and insects in the water, and here the animals grazing on the green come to drink.

The church may be not far off, and there is certain to be an inn or two quite near. An inn—or public-house as it is often called—is a house where travellers can be provided with food and drink and beds for the night, in return for payment, much as in an Indian dak-bungalow. The innkeeper always puts up a sign on his house or on a high pole outside to attract the attention of the passer-by and remind him that here is a house where he may get some dinner. These sign-boards are brightly painted and show a picture, often of some animal after which the inn is called, as 'The Lamb,' or 'The White Horse.'

In this picture you see the village pond and behind it the green with ducks sunning themselves in the corner. Just behind the ducks, do you see a pole? This is the inn sign-board. The picture on it is not very clear, so you cannot see what it represents, or the name of the inn. Beyond is a white wall and a gate; this leads into the inn yard, where there are stables and sheds, so that the carriages or motor-cars of travellers can have shelter until their owners are ready to start on their journey

again. I can see a motor-car standing outside the inn now, so there must be some travellers refreshing themselves inside or perhaps visiting the church. At the back of the public-house you can see the square stone tower of the village church.

I wonder if you can tell me what the thin pole sticking up from the church tower is ? I expect not. It is called a lightning conductor. When there are fierce storms with thunder and lightning, there is a danger that one of the flashes of lightning might strike and destroy the church. To prevent this destruction, a strip of metal, attached to a metal plate sunk deep in the ground, runs up the church tower into the sky above The electricity in the lightning is attracted by the metal, and it runs down the strip into the ground, where it loses its power, and so the church is saved.

Inside the tower near the little windows is a huge bell, which is rung on Sundays and festivals, to call the villagers to church. The rest of the church building is behind the inn and you are able to see it, but it is probably much larger than appears in this picture. A village church often holds four hundred people or more. A priest or clergyman lives in each village and holds services on Sunday, and looks after the poor people of the place.

You will notice that the inn and cottages near this green are all of two storeys. It is not often that one-storeyed houses are built in England as they are in the Punjab. This is partly because ground is so valuable and it saves space to have rooms one above the other, and partly because there is no intense heat such as there is in India, which would often make upper rooms uncomfortably warm.

On the right of the picture is a small cottage with a larger house behind. It is not possible to say with certainty, because the cart-load of hay cuts off the view, but most probably the larger house is a shop If this surmise is right very likely this shop is also the post-office, for this is a little village, and there would be not enough business going on to make it worth while having a separate post-office. In such cases the post-office is combined with the chief shop—not, as so often in India, with the school.

The shop-keeper seems to do a good business, for he has a large well-built house. You can count three windows in the upper storey above the shop window, with plenty of space between them, so there are probably three good rooms there, and there must be still another above that, for there is a window under the sloping roof. It is a

three-storyed house and is probably built of stone with plaster over it and a roof of slate. In more modern villages now-a-days, cottages are mostly built of bricks, but mud is never used for building, for the sun would not be hot enough to bake it hard and keep it firm, and the climate is too wet.

On Sundays shops are closed in England and the blinds drawn down to show that it is a day of rest. There is no school building in this picture, perhaps it is outside the village, so that there may be more room for the children to run about and play between their work hours. All children in England are compelled by law to attend school between the ages of five and fourteen, and the boys and girls usually go to the same school, though they sometimes have separate classes and teachers. In consequence of this law there is hardly any one now in England who is unable to read or write.

In the holidays, the village children help the farmers with the field-work, and when at fourteen years old they leave school, the boys obtain work as field labourers or they may choose to leave their village and take up work in a town as policemen, postmen, or shop-keepers. The girls become maid-servants in large houses, or

sometimes dress-makers, and many of them, too, go into shops or post-offices as assistants to help the postmaster or shop-keeper with his work.

CHAPTER V

THE SEA-COAST OF ENGLAND

When you consider how small an island England is, it must strike you that a large number of English towns and villages will be situated on the coast. It is very difficult fcr you, boys, living in the peaceful plains of the Punjab, to get any idea of how rough and strenuous the life of an English boy born in one of these villages on the sea-shore may be. Such a boy is accustomed to the sea from infancy, and would feel strange and lost away from it. When he is quite young he spends most of his leisure hours running about upon the sea-shore, playing with the sand on the beach or throwing stones into the water, for, in some places, the whole shore is covered with fine sand, whilst in others, there is a beach of stones and pebbles.

On some days the sea is smooth and calm, as you see it in the picture on page 18, the waves roll quietly in and break with a gentle splash upon the beach. Then the boy paddles barefoot in the shallow water, hunting for little fish and crabs and shells. These shells have been the homes

of tiny animals—shell-fish we call them—and when the animals die the empty shells are carried along by the waves and thrown up on the shore at high tide, and when the tide goes out again they are left lying there high and dry They are much prized by children for their pretty shapes and colours. At other times the boy scrambles over the rocks, which, as you see, jut out from the water, and finds long glistening pieces of sea-weed growing on them or dangles his feet in the spray which the waves dash up from below.

Look at the picture and notice those steep cliffs in the background. He climbs

up these at the risk of breaking his neck and hunts for the nests of sea-birds which lay their eggs in holes in the sandy cliff's side. On other days the sea is rough, the wind howls, and great towering waves come dashing in front from the open sea. Then the boy has to be careful that he is not caught by the retreating tide and washed away out of his depth.

Some parts of the English coast are very dangerous ; great rocks jut out from the sea, or are nearly hidden under water, so that a passing ship, whose captain is not well acquainted with these seas, runs the risk of striking on the rocks and being shipwrecked As a safeguard against this, lighthouses have been built at the most dangerous places. A lighthouse is a tall tower, standing high up on a cliff, or may be on a rocky island out at sea At the top of the tower is a great lamp which is always kept burning throughout the night, so that an approaching ship, seeing the light, may be warned of the unseen danger. On foggy days or nights, when the light would not be visible, a great bell is kept continually booming, also to serve as a warning.

On those coasts, where storms are most frequent, the waves beat with such force against the cliffs, that the lower

part of them is gradually worn away and then one day there is a landslip. The ground on top of the cliff having no support left to it breaks and falls with all that is on it—it may be a cottage or a church—into the sea.

By the time the village boy leaves school he has grown strong and vigorous with the healthy open air life and the sea breezes ; his face is burnt brown by the sun; he is accustomed to be out in all weathers and to fear neither wind nor storm. He now joins his father in his work, and earns his living by fishing. They go out together night after night in their little sailing-boat and spend long hours on the water, the wind beating in their faces and their clothes soaked with spray. Often they are overtaken by storms and gales, and perhaps only reach the shore again with difficulty. Or it may happen that they never come back, for one night a howling wind and rough sea overturns the little boat, and both father and son are drowned. Such are the perils of a fisherman's life.

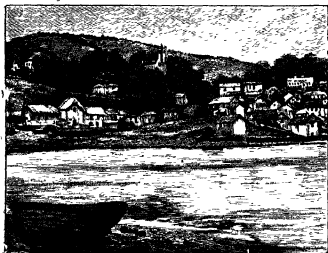
CHAPTER VI

A Fishing Village

The little village of Sunny Cove lies on the south-west coast of England. It is a rough storm-swept shore, and many sharp rocks stick up from the waves even far out at sea, so that it is extremely dangerous for the captain of any vessel who does not know his way about to venture into these waters. At one point a sharp ridge of rock runs out from the coast and becomes submerged a little way out at sea. The waters above look smooth and peaceful and many a ship has sailed innocently into this hidden trap only to be dashed to pieces on the crags beneath.

The furthest rock is so large as to form an island out there in the ocean, and on the topmost part of it a lighthouse has been built to warn approaching vessels of the risk they run if they come too close. The village itself lies in a sheltered cove in the centre of a bay. So sharp is the curve of the bay that its two sides reaching out into the sea on either hand form almost

a semi-circle, and a bar of sand stretches across the mouth with just one deep passage through it, so as to form a snug and safe little harbour inside. When the sea is rough the waves can be heard breaking and dashing on this bar of sand, and the villagers groan in pain.

The high cliffs behind the village are bare and stony and of but little use for cultivation, so that almost all the villagers earn their living by fishing and very thankful

they are to have such a safe spot in which to keep their boats. The men of the village are well acquainted with the water around, and say there is no rock or crag unknown

to them ; so they face the dangers of the coast with a light heart, but their wives and mothers are not so confident. They remember how many a boat has come to grief in a sudden storm, and all in it have been lost.

The main street of Sunny Cove is flanked by a row of trim cottages, mostly whitewashed to make them look fresh and clean ; some have little gardens in front, which their owners take a pride in keeping bright with flowers.

At the end of the street is the village school, so close to the beach that the school children need no play-ground, but run straight out on to the sands when work is over. They are brown-faced, rosy-cheeked boys and girls, these children of the fisher-folk, and seldom wear shoes or stockings, so that they can paddle and play in the shallow water at any time to their hearts' content, and while they are still quite young they learn to handle a boat, and row about in the harbour.

A steep narrow path leads up behind the village to the church on the hill, where the village folk go on Sunday to sing hymns and to pray and listen to the kind old priest who has lived there so many years that he looks on them all

as his children, and knows everyone by name.

If you turn to the right at the bottom of this path and pass the inn and the village shop, you would come to a cottage standing by itself in the midst of a little garden. It is a pretty old cottage, whitewashed like the rest, with a roof of thatched straw. This belongs to Ben Williams, one of the sturdiest fishermen in the village; he has lived here for nearly fifty years, and his father lived here before him.

The garden looks neat and well cared for, and is filled with vegetables and flowers, for Ben has a large family, and finds it hard work to make both ends meet, so he grows all the food he can His wife is a hard working woman, and the two are very fond of each other, and of their six jolly children.

The eldest son, Jack, is his father's partner and lives near-by with his wife. He and his father are joint owners of a fishing-boat, and day after day they go out together and cast their nets into the sea and haul in the silvery fish. Sometimes their luck is good and they return with a laden boat, and sometimes they have but little to show for their pains. Often they stay out all night at their work and

get back tired out at daybreak. Then the fish have to be sorted and packed in barrels and driven two miles to the railway station, where they are sent off by the early train to London and arrive there fresh and shining by 11 o'clock.

The next son, Dick, is the keeper of the lighthouse. He and his wife live in the bottom of the tower on the little rocky island and keep the lamp above bright and clean, and see that it shines every night with a clear, strong light as a guide to sailors at sea. He, too, often goes out fishing with his father, and lends a hand when fish are plentiful, and work heavy.

Next in age to Dick is Mary, the eldest girl. She helps in the village shop, which is also the post-office. Her work is to sort the letters when the post comes in, and to place them all ready for the postman to deliver in the village; she also makes ready the bag of letters to go off by train, and sells stamps and post-cards to the villagers. Between whiles she sells tea and sugar, candles and matches or anything that a customer may need, for this is the only shop in the village and so it keeps a little of everything. The three youngest children are still at school but the eldest of them is already a sturdy lad and useful to his father. His business it is to drive the cart-load of fish to the

station in the morning before school begins, and to look after the shaggy pony who draws the cart.

The women of the village have a hard life, for their husbands are nearly always away from home, and there is plenty of work to be done. The children have to be looked after, and the dinner cooked, the clothes washed and mended, and the bread baked, and any spare time can always be occupied, in tending the vegetables in the garden. They are a patient, hard-working folk, and turn a brave face to trouble when it comes upon them ; but they dread the sea, and feel it is a cruel enemy, who is always ready to seize their dear ones from them.

There are many such villages as this on the English coast, and now I want you to read a poem, written by a poet called Charles Kingsley, about a storm which took place suddenly one night, in which three fishermen who had gone out to sea were drowned.

THE THREE FISHERS.

Three fishers went sailing out into the west ;
Out into the west as the sun went down ;

Each thought on the woman who loved
him the best,
And the children stood watching them,
out of the town ;
For men must work, and women must
weep,
And there's little to earn, and many to
keep,
Though the harbour bar be moaning.

Three wives sat up in the lighthouse tower,
And they trimmed the lamps as the sun went
down ,
They looked at the squall, and they looked at
the shower,
And the night-rack came rolling up ragged
and brown ;
But men must work, and women must
weep,
Though storms be sudden, and waters deep,
And the harbour bar be moaning.

Three corpses lay out on the shining sands,
In the morning gleam as the tide went
down,
And the women are weeping and wringing
their hands
For those who will never come back to the
town.

For men must work, and women must
 weep,
And the sooner it's over, the sooner to sleep
And good-bye to the bar and its moaning.

—Charles Kingsley.

CHAPTER VII

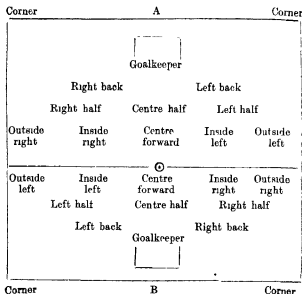
THE GAME OF FOOTBALL

Most Indian school-boys play some outdoor game or other. There are a number of Indian games, which villagers, men and children alike, have played for many generations. But in recent years one or two English games have also been popular in schools and amongst these are football, hockey, and cricket. In England cricket is the chief *summer*, and football the main *winter* game, though as in India hockey has lately become as popular as football. Hockey and football provide more strenuous exercise than cricket, and for this reason are played in the cooler months.

To play football properly one needs a large oblong patch of level ground about a hundred yards in length more or less and about half as wide. For little boys a smaller ground will do. The boundaries of the ground ought to be clearly marked out by a chalked line and there should be a post or some very clear mark at each corner. A straight line also should

cross the middle of the ground from side to side, and in the centre of the whole ground should be a small chalk circle. Then there should be four goal-posts, two at each end of the field. These are *stuck* across the middle of the end lines eight yards apart, with a cross bar joining each pair at the top. The football is a large ball and very light for its size and has an outer leather case with an india-rubber bladder inside, blown up tight with air.

The players on the football field should number twenty-two in all — that is, two

Corner		A		Corner
		Goalkeeper		
	Right back		Left back	
	Right half	Centre half	Left half	
Outside right	Inside right	Centre forward	Inside left	Outside left
Outside left	Inside left	Centre forward	Inside right	Outside right
	Left half	Centre half	Right half	
	Left back	Goalkeeper	Right back	
Corner		B		Corner

teams of eleven a side. And in each team each player has a special place in the field. The diagram will show the arrangement of the field and the team.

You will see that each team has five *forwards*, three half backs two backs, and one goalkeeper. The forwards and half backs are called right, left and centre, and the backs right and left, according to their position. The goalkeeper is sometimes called 'goal' and a half back a 'half,' for short, but, *strictly speaking*, the goal is not the player but the place where he stands.

Look now at the diagram and see where in a team the inside right (forward), the left half and the right back, are standing.

The ball is in the centre.

Before the game begins, the two opposing captains toss, that is, one spins a coin in the air and the other calls, at a guess, one side of the coin—head or tail. If he guesses aright, that is, if the coin when it falls on the ground shows the side uppermost which he called out, he has won the toss and can decide on which of the two halves of the field his team will begin to play. The loser of the toss places his team on the other half, but his team has the right of 'kicking off' or taking first kick at the ball. After the centre forward has kicked

off, each team tries by kicking, and never handling, the ball, to get the ball between the goal-posts of the opposite side. This is called scoring a goal, and the side which scores most goals wins the game. A game usually lasts from an hour to an hour and a half, according as the captains decide beforehand.

Perhaps you will now understand the advantage of each player having his own position in the field He does not, of course, keep to the same post throughout the game, he would get no exercise and do no good if he did But he keeps to his part of the field, for example, a half back

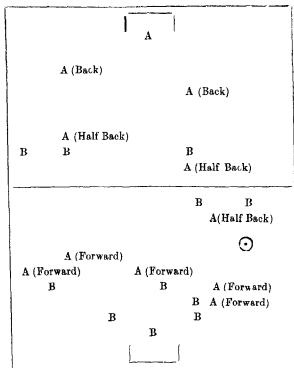
keeps in front of the backs, the centre half keeping between the other two halves, the

inside left between the outside left and the centre forward, and so on.

In this way when the players of 'A' team try to kick the ball down the field towards the goal of 'B' team, and the ball moves this side or that, there is always one player in particular near at hand to kick the ball and the captain and the members of a team know pretty well where each of their fellow-players is and can kick (or 'pass') the ball to any one of them. If the players had no fixed position they might all be in one place at once, or scattered anyhow over the field, and no one on any special area, to send the ball towards his opponents' or away from his own, goal.

Of course, when one team succeeds in getting the ball into their opponents' half (or end) of the field, the team also moves forward with the ball and the opposing team falls back. The little diagram on page 34 will show you the places in which the players might be found some time or other in the game.

I have indicated the players in 'A' team as A, those in 'B' team as B, and you can judge for yourself which are the

backs, halves, and forwards in 'B' team.

Besides the twenty-two players it is usual to have an umpire or referee, who has to see that the rules of the game are

kept and that the two teams change ends (that is, exchange the direction in which they play) at half time. In matches, too, there are two linesmen one for each of the two longer boundary lines, to show the spot where the ball crosses a boundary.

If you have played football for any time you will, I dare say, know the most important rules and the penalties for breaking each of them; and if you have not, the best way to learn them is to play with others who do know them, under a good referee. It is easier for you to pick up the rules in this way than to learn them by heart first and then try to recall them in the excitement of the game.

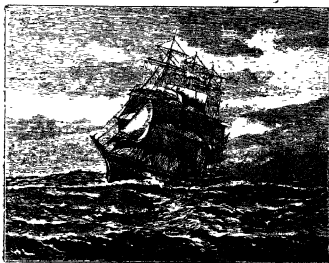
CHAPTER VIII

The Modern Steamship

It is largely from the hardy race of village fisherfolk that the sailors of the British Navy are drawn. Englishmen realised many years ago that living as they do on an island surrounded by the sea, it would be impossible for enemies to attack them if only they kept a large and strong fleet of ships to protect them. The British Navy is now the largest in the world ; it is made up of many ironclad vessels on which great guns are mounted for defence and attack against enemies.

Besides the fleet of warships which are kept for protection and fighting in time of war, England also possesses thousands of merchant vessels These merchant vessels are ships used for trade, and travel all over the world carrying manufactured goods to other countries, bringing back foodstuffs and raw materials in return. It is quite probable that one of you boys has a coat made of English tweed, or some shirts made of cotton material, manufactured in

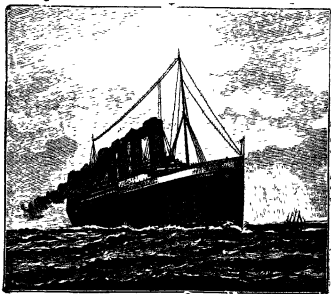
England, and the ships which brought these goods to your country may have carried away wheat or tea or coffee, or raw cotton from India to England.

The ship in which Columbus crossed the Atlantic was a sailing vessel. If the wind happened to be blowing in the direction in which he wanted to go, it was easy to race along at the rate of many miles an hour, but if the wind was against him, as it was on his return journey, it was exceedingly difficult for him to make any way

at all and sometimes the wind might drop altogether and leave the ship floating idly

on the waves. Now-a-days sailing ships are little used for trade though they are still employed by fisherfolk.

Modern vessels are all fitted with powerful engines worked by steam and burning coal or oil, and they are able to make way at a good speed even against a strong wind, though they travel even more easily if the wind is with them. It is exceedingly pleasant to travel in a modern passenger ship. Everything is arranged for the comfort and convenience of the passengers so far as is possible within so limited a space. The ship may be so large as to carry as many as 500 or more passengers. Besides these, the ship will have a crew of many men to do the work of the vessel, and officers to give them orders, and engineers to look after the machinery, to say nothing of cooks and servants to prepare and serve the food of so many people. Then there must be large supplies of flour, butter, eggs, fruit, etc., and great barrels of fresh water, for the sea-water is so salty that you could not drink it without being ill.

Such food as might otherwise go bad is stored in the ice-chamber. This is a room specially built for the purpose which is kept cool by means of great blocks of ice, so that however hot it may

be outside, this room is always cool and fresh, and food will keep good in it for many weeks. There will be one or more large dining rooms on board, sufficient to seat all the passengers at dinner, and

other rooms especially arranged for writing letters or chatting or smoking.

A modern passenger ship has several decks of cabins, the rooms on one deck are built above those on the below deck and there are flights of stairs leading up and down, just as if it were a great house. On

the lower decks are rows and rows of little sleeping rooms or cabins so arranged as to save space, and above these are rooms for sitting in by day, and long decks outside for walking and exercise. Here, too, in fine weather, the passengers sit in comfortable chairs and pass the day in reading and talking.

The great engines which drive the ship are all down below in the specially constructed engine-room, and the smoke from the furnaces escapes through funnels Look at the picture of the steamship. This is one of the splendid ships which runs across the Atlantic between England and America. See the smoke pouring out of the four funnels, and compare this fine ship with the little sailing vessel near it.

CHAPTER IX

HOLIDAYS ON AN ENGLISH FARM

It was July 1920, early in the morning, when Jack Wilson woke up. As soon as he opened his eyes he remembered it was the first day of the holidays, and jumping out of bed he woke his little brother Tom who slept in the same room. 'Get up, Tommy,' he called, 'it is holidays! Let's go for a bathe before breakfast.' Tom was sleepy and not so anxious to get up just then, but his brother insisted, so he was soon obliged to give in and get up too.

The Wilsons lived in a little sea-side town on the south coast of England, and the boys went to a day-school near by; yesterday had been the last day of term, and they had six weeks' holidays before them, which they meant to make the most of. They were soon dressed and, taking their towels and bathing drawers with them, ran bareheaded and barefoot down to the sea-shore. There they threw off their clothes and plunged into the water.

Jack was thirteen years old and a good swimmer, so he was not afraid of the waves which broke gently on the beach that fine morning and he was soon swimming far out of his depth. Tom was only eleven and not a strong swimmer as yet, so he preferred to stay in the shallow water, where he splashed about and enjoyed himself to his heart's content. The water was still cold in the early morning in spite of the bright sun, so after a quarter of an hour or so they came out and rubbed themselves with their towels till their bodies glowed, and having dressed, ran home, hungry to breakfast.

They found their father and mother in the dining-room, just sitting down to breakfast, and opening the letters which had come by the post. '*Good morning, boys*,' *said their mother*, '*there's some news for you to-day. Guess what it is.*' '*I know, mother*,' *said Jack*, '*you are going to take us all up to London for a treat.*' '*No*,' *answered their mother*, '*you're quite wrong. But it is something about going away all the same. Here's a letter from your Uncle Will, inviting you and Tom to go and spend a month of your holidays with your cousins on the farm. How would you boys like to stay on a farm?*' '*Oh please, please, mother, do let us go*,' *they both cried*, '*It would be fun to stay on a farm.*'

'And here's a letter for you, Jack, from your cousin Harry,' continued their mother. 'It came enclosed in mine; read out what he says.' And Jack read out as follows :—

SOUTH FARM,
July 25th.

MY DEAR JACK,—We hope that you and Tom will come and spend your holidays here with us. I find it very dull now that my brother Dick has gone to sea, and I should be very glad to have you here. Mother says you should bring some old clothes and thick boots with you; there's lots of work to be done here now-a-days, as father is short-handed, so we shall all be needed to help with the harvest. I do hope you will come.

Your affectionate cousin,
HARRY.

'Oh, mother, when can we start?' said Tom, 'May it be to-day?' 'No, indeed, boys,' answered their mother, 'not till next week. I must first get your clothes in order, and then there are the trains to look up and all arrangements to make for your journey. Be patient, and the time will come soon enough, but now get on with your breakfast.'

That week was spent by the boys in running about the beach and scrambling on the rocks, it was fine weather and they were as happy as could be. *They talked of nothing but the coming visit and of how jolly it would be to stay with cousin Harry, and of all they would see and do on the farm.* At last the day came · their clothes were packed in a little tin box, and after lunch their father took them to the station and saw them off in the train. It was the first railway journey they had ever made alone, and Jack felt full of importance at being in charge of his little brother.

They passed the time looking out of the window, and counting the sheep and cows they saw in the fields as they flew past, but by the time the three hours' journey was over they were heartily tired of it, and were glad to see their uncle's sturdy figure waiting on the platform as the train drew into the station. 'How do you do, boys ?' he said, as he shook hands with them. 'I hope you have had a comfortable journey. Where's your box ? Come along, we have four miles to drive, and we must look sharp if we want to get in by supper time.'

He led them out of the station and showed them a spring-cart, with a strong-

looking grey mare harnessed to it. 'Climb up in front, there's plenty of room for you both alongside of me and I'll tie your box up here behind. Now we're off.' He touched the mare with his whip, and they started off out of the station. *The boys were too busy taking in all they saw as they went along to do much talking, so they held their tongues and sat looking about them.*

It was still broad daylight when they arrived at the farm at six o'clock and found their aunt standing at the gate looking out for them. They shook hands with her, and said 'How do you do?' to their cousin Harry, a rosy-cheeked boy of twelve, and then they were led into the house where supper was laid, ready on the table. The boys felt very shy at first among so many strange faces but they were hungry after the journey and did full justice to the good supper, and soon afterwards, tired out with the day's excitement, they went to bed and fell asleep at once.

The next morning when they woke, the sun was streaming in through the window and they heard Harry's voice outside calling to them, 'Good-morning, Jack and Tom; get up quickly and come and see the cows milked.' The two boys sprang out of

bed and hurried into their clothes and went outside. They had scarcely seen anything

of the farm the night before, so they looked eagerly about them. The farm house was a square, two-storied building with a slate roof, standing near a shady tree by the road-side. Opposite it, on the right-hand side, if you stood with your back to the house, was the barn, a big building with a sloping roof, used for storing grain; beyond this again, and directly facing the house was a long low shed, in which tools and agricultural implements were kept. Next to this was the cow-house, an airy, well ventilated shed in which the

cows were kept during the coldest weather, and where they were tied up for milking.

Beyond this was a fine hay-rick of dried grass kept as a supply for the winter when grass would be scarce for the horses and cows. Close to the house on the left-hand side was the stable for the cart-horses, and a little farther on another hay-rick, round in shape, and thatched with straw to keep it dry. The farthest building of all was an open shed, with a roof but no walls, in which the farm-carts stood when they were not in use.

The land just round the farm was level but the road which ran past the gate was on a slight hill and the fields across this road, which also belonged to Uncle Will, lay on a gentle slope. In the distance quite a steep ridge of hills could be seen with a white road winding over it and disappearing on the horizon.

The boys found Harry in the farm-yard, throwing handfuls of grain to the fowls, and followed him to the cow-house. Inside were two rows of cows each tied in a separate stall, and a couple of milk-maids were already at work filling their buckets. Harry carried a stool and a pail in his hands, and sitting down by the nearest cow began to milk her while his cousins

looked on. 'Oh, I wish I could do that,' said Tom after a while, 'it looks quite easy.' 'So it is,' said Harry, 'when you know how. Come and try.' *So Tom changed places with Harry and did his best to milk the cow as he had seen his cousin do ; but try as he would he could not get a drop of milk from her.* Harry showed him again, but with no better success. 'Oh dear, I shall never learn !' said Tom, looking bitterly disappointed, while Harry went into fits of laughter at his efforts. 'Never's a long day,' said Uncle Will, who had come in and stood watching the boys. 'Don't you give in, young man; I promise you if you come and try every day, and take your time over it, and treat the cow kindly she will soon let you milk her ; it is just because you are a stranger that she feels a little nervous to-day.' And sure enough by the time a week was past Tom found he could milk the cow quite easily and took his place every morning and evening with the other milkers, and felt quite proud of himself.

The boys were soon quite at home on the farm, but it is impossible to tell you of all they did there. They fed the fowls and collected eggs and went for long walks in the woods, hunting for flowers and birds' nests, and caught fish from the stream But their time was by no means all spent in

play, for it had been a fine summer, and soon after their arrival harvesting began, and all hands were needed to help. They went out with the farmer and his men into the wheat fields, and saw the corn reaped and bound into sheaves by a machine, which was drawn by strong farm horses. They walked behind and set up the sheaves in pairs to dry. When the corn was thoroughly dry, the next thing was to load it into wagons and carry it off into a corner of the field where the threshing-machine was at work.

In the evening, after a long day's work, the boys would clamber up on the backs of the cart-horses and so be carried home to their supper. There was no need for reins to guide the horses, for they too were tired and knew the way to their comfortable stable as well as the boys did. They were all tired out, and soon after supper tumbled into bed for a well-earned rest.

It was a happy, healthy life, and the boys were full of regrets when the month came to an end, and they had to go back home, and prepare for the new term which was to begin the following week. The holidays seemed to have flown, but there was no help for it. They said good-bye to

their kind uncle and aunt, and promised Harry that next summer he should come and stay with them in their home and learn all about the pleasure of the sea shore.

Proverb.—'Never's a long day.'

CHAPTER X

LONDON

London is the largest city in the world, and, to a visitor, full of wonderful and interesting sights. The business part of London is called the city ; the streets there are lined with offices, warehouses and shops. During the day, the streets are crowded ; clerks and business men hurry to and from their work ; wagons full of goods pass from the docks to the warehouses and back again ; every one is busy and no one has time to spare.

But at night the city is almost empty, for it is strictly a business centre ; there are few dwelling-houses, and *no one sleeps there at night but caretakers and those clerks and foremen who are in charge of buildings and works.* Where, then, do the workers live who throng the streets of the city by day ? They live outside the business centre, some in other parts of London, and others further off in the suburbs. Suburbs are houses and streets outside a town. The London suburbs are sufficiently near for business men

to come into the city every morning by train or omnibus and to return again to their homes in the evening.

An omnibus is a public conveyance with covered sides and roof. It carries twelve to twenty persons and perhaps as many outside seated on the top. Not many years ago omnibuses used to be drawn by horses, but now they are run by motor engines and go by the name of motor-omnibuses, or more shortly, motor-buses.

Motor-buses run all over London in every direction. Each omnibus has a fixed route and runs backwards and forwards over it during the whole day, so that people wishing to go from one part of the town to another can travel in a motor-bus at the cost of a penny or two all the way to their destination.

Let us take a drive on one of these motor-buses, for it is an excellent way for a stranger to see and learn something about the town We will start from the Bank of England, which is in the very heart of the city. Step on the omnibus and climb up that little flight of stairs to the top; we shall get a far better view from up there than we should through the windows from inside. We pay our fares to the conductor and receive a ticket in exchange, the driver

starts the engine and we move off. We go but slowly, for the streets are crowded with all sorts of carts, carriages and wagons, and the driver has to guide the great heavy omnibus very carefully through the traffic to avoid an accident.

The street is paved with smooth wooden blocks, so that we run very easily. On each side is a pavement ten to twelve feet wide, slightly raised above the street level, for foot passengers. The pavements, made of square blocks of stone, are very necessary, for people walking in the roads are in danger of being run over. In the crowded streets they have to be very careful when they wish to cross through the traffic from one side of the street to the other. In wide and crowded streets there are little raised pavements, like islands, in the middle of the streets Here people who have got half-way over in safety can wait until a chance comes to complete the crossing.

The traffic is carefully regulated—all the vehicles going in one direction have to keep to one side of the street, and those coming in the opposite direction to the other. In this way the dangers of collision are much lessened. *Policemen are posted here and there to see that these rules are carried out and to keep order. Now there is a clear space before us, and our driver seizes the*

opportunity of covering the ground rather more quickly. He overtakes the slower horse-drawn carts and slips through the narrowest openings between wagons and carriages in a way that seems to us, country folk, very risky ; but he is used to it and thinks nothing of it.

Soon we come to a standstill at a corner. A policeman in the middle of the road has held up his hand and the traffic on our side of the road has to stop while a stream of vehicles crosses in front of us. Let us take the opportunity of looking at the shops. The buildings are mostly five or six storeys high, and are so built as to stretch continuously down the whole length of the street on either side. There is no space between them.

In the front of each shop is a large glass window behind which goods are arranged to attract customers ; above them in the upper storeys are offices or storerooms. Here is a boot shop, with the window full of boots and shoes of all shapes and sizes and each pair has a ticket stuck on it naming its price. Next door is a grocer's shop, where foodstuffs are sold—tea, coffee, sugar, flour, rice, etc. Beyond is a shop selling gentlemen's clothing—shirts and vests, gloves, socks, ties, and hats are attractively arranged in the window, and

passers-by, who have a few leisure moments, stand looking in at them.

Further on is a bookshop, and here and there are restaurants, that is, shops which provide meals ready-cooked, where the busy city men can get a quick lunch at midday. Now the policeman stops the traffic which has been crossing our path and signs to us to pass on in our turn.

We are leaving the city behind us and approaching the West End of London .The business offices and warehouses become fewer and the streets are rather less crowded. There are rows of fine shops, their windows filled with clothing ; women throng the pavements, and pass in and out choosing what they want to buy. In the quieter side-streets of the main road are dwelling-houses and hotels, and beyond is a street of large houses, where the most famous London doctors live. Now we come to one of the many London parks.

A park is a large open space, kept as a public pleasure-ground. It is carefully laid out with trees, green grass and flowers, for the enjoyment of the townsfolk. There are pleasant walks, and seats where one may sit and rest awhile, and in some are big ponds where one can hire a boat and row about in the summer time. Children love the parks,

they roll on the grass and play and delight in escaping for a short while from the dreary miles of streets and rows of buildings outside. Our omnibus may not go through the park, and carts or wagons are forbidden inside, so that the roads which run through it may not become too crowded or dusty, and the rich folk of the town can drive there at ease in their carriages.

Now our omnibus is nearing the end of its course ; we will get out at the next corner and take a short walk, and then I want to take you back by another way, which I think will surprise and interest you. All the large houses, which you see here, belong to very rich people, who may be business men, merchants, lawyers or barristers, etc , having their offices in the city ; *to live out here they must be very well off, for rents are very high in these parts.* Let us turn off down this side street ; the station from which we are to return is only a stone's throw from it. There it is at the end of the road, it has ' Tube Station ' written over it in large letters.

Have you ever travelled by a railway which runs under the ground ? I expect not, yet this line by which we intend to go does so, and indeed the ground underneath London is a net-work of tunnels and passages with trains running in all directions. Quite

probably a train is running right underneath our feet at this moment.

Let us go and see for ourselves what it is all like. The railroad is far down below the surface and we have to descend by a lift. We step through an iron gate, into what seems to be a small room; this is the lift. It moves down from the street level to the railway far below the street, and up again This lift is packed with people, standing as close as may be to one another. The attendant-in-charge shuts the gates and turns on an electric current, and we feel ourselves and the room and every one in it sinking down, down, down. We stop gently at the bottom; the gates slide back automatically and we step out into a tunnel. It is lit by electricity.

The tunnel is of some length, broad and high and with plenty of air, and ends in a slope, at the bottom of which are two platforms, one on either hand. On one is a notice 'To the City,' so we turn this way and wait on the platform for the train. Below the platform lie the rails, which vanish at either end into a dark round tunnel. A rumbling is heard in the distance and in another minute we see the light of the train appearing from the tunnel as it rattles into the station.

Now follows a clanging of opening gates and shouts from the train conductors to 'hurry on, please' and we press on with the crowd and take our seats in one of the carriages. *Almost immediately the train is off again—there is no time wasted on the Tube!* The train passes the bright platform and we enter the dark round tunnel. We travel fast amid noise and clatter from the echoing walls, so that we can scarcely hear ourselves speak. Every few minutes we stop at a station and passengers hurry off and on.

Here we are at the Bank again in no time, and here a fresh surprise is in store for you. Do you see that notice, 'Moving staircase to street'? Here it is—a staircase which moves continually upwards as if of its own accord. Step on at the bottom and stand still. We are being carried upward without any effort on our part; this serves instead of a lift. Soon the fresh air from above blows on us again, as we have reached the street level. Stepping off we go out into the crowded street and find ourselves at the Bank once more. Another day we must make an expedition in a different direction and see some other London sights.

CHAPTER XI

TEACHING THE DEAF AND DUMB

There was a time when it was not uncommon in England to come across people who were said to be deaf and dumb, and there are still very many people so-called deaf and dumb in India. As a matter of fact, however, though these people have never learnt to speak, very few of them are really dumb at all—nearly all of them could have been speaking quite well to-day if only they had learnt to do so.

Most 'deaf and dumb' people are deaf only. They remain dumb, not because they cannot use their voices. but because they never heard the voices of others and so have never known the sounds by which ordinary people make their thoughts and feelings and desires known to one another. When you and I were little children we lived already in a world of sounds : there were sounds of the birds and beasts, of the wind in the trees, of the water coming from the well, and of the thunder in the sky, and of the voices and cries of the people who

lived around us. There were noises of carts in the street or road, of people walking or moving, of doors opening and shutting, and of objects being moved about in the room or out of doors.

But the sound that came most often and earliest to our ears was the sound of our mother's voice, as she spoke to us in play, or sang us to sleep. And when we heard her or others around us speaking, gradually we grew to know what their different words meant. So we began to imitate them, using, to tell our wishes or thoughts, the same words ourselves. But it was a long time before even you and I, with our clear hearing, learnt to put everything that came into our minds, into words, or to pronounce these words correctly. The little deaf child hears nothing, and so he never knows of sounds which he might imitate if he could hear them He remains, not dumb in the strict sense, but speechless, and the world he lives in is still and silent to him.

I have just returned from visiting a school for the deaf. I have spoken to the deaf children and they have understood my questions and have been able to answer them in the same English that you and I also speak. How have they learnt to do this ? They could hear the sound neither of my voice questioning nor of their own

replying yet they have learnt to make sounds that they know nothing of.

Come into the room where the class of deaf children are seated, and ask them a question. Some of them you see ready and eager to answer, others not. Why is this ? Ask again and you may find out. Those who are ready to answer your questions are those who were looking carefully at you while you spoke , those who did not look at you cannot answer your question because they do not know what you said. Place a child facing you and ask him another question. Watch his eyes. He is looking at you intently, but it is not your eye he is looking at, but your mouth. He is watching carefully the movements of your lips and your tongue, so far as he can see them. It is indeed by seeing, not by hearing, that he understands what you say.

With every different sound you utter there is a different movement or position of your lips and tongue, and gradually, by repeated watching of your mouth when you utter any particular word or sound, the deaf pupil comes to know what word it is you say. 'But,' you will say, 'he may know the word or the set of movements that go with it and yet not know its meaning.' That is true enough, and in the same way you and I may know by sound, and be able

to repeat, some new word of which we do not know the meaning.

The deaf pupil learns the meaning much in the same way that you and I do. If I want him to understand the word 'cup'—to know, that is, what it stands for—I can point, whenever I utter the word 'cup' to a cup near at hand, when I say 'walk,' I can show him what walking is, and so on. *You and I learn words by hearing, and their meanings partly by hearing others explain them to us, partly seeing things or actions that they stand for, or we often guess their meanings from other words in the sentence.* The deaf pupil comes to understand language in the same way except that, to him words are not sounds uttered by the voice, but movements made by the mouth, and he connects each meaning with these.

There is another question which you may still think of asking me. You may perhaps say · 'Yes, I understand how a deaf pupil can know what one says and can understand it, but how does he learn to speak, for he has never learnt what sound is? How can he make the right sounds if he has not first heard them? Does he really come to say "cup" aloud when he means cup, and "sleep" when he thinks of sleep?' and so on.

It is not easy to answer this question without explaining at length the actual working of the human voice; how, in fact, different muscles of the throat and mouth work together to create the different sounds of language. Though the child cannot hear sounds he can, however—unless he is dumb—utter sounds all the same. He does so often—when he is hurt, for instance, he cries. When he makes these sounds, he does not do so by moving lips and tongue only. You can make all the movements of lips and tongue that are used in saying the sentence, 'How old are you?' without making any sound whatever. Try and see.

The muscles that you see in making a sound or uttering your voice are another set of muscles at the back of the mouth towards the throat, and when you start these going certain vibrations, or very rapidly repeated movements, take place in the part of the throat below the chin. To make the particular sound that stands for a particular word, besides the moving of the lips and tongue in a particular way, these throat organs have also to be set vibrating. What the teacher has to do is to make the pupil feel this vibration when he speaks, and this she does by holding the pupil's hand against her throat as she speaks, and by showing by a look or smile that he is doing right when he starts this vibration

in his own throat. If he does this and also makes the right movements of lips and tongue, he will utter the sound of the word without knowing it.

One thing that struck me in this school for the deaf was the eagerness and brightness of the children, and their real enjoyment of their lessons. A child born deaf may not know for a long time that he is in any way different from other people, but sooner or later he finds this out. He sees other children laughing and chattering and playing together, and that they have a way of enjoying each other's company which he has not, then it begins to dawn upon him that there is something strange in himself which prevents his sharing in the same way in the life of his comrades.

Often the little deaf child, when first this sad knowledge comes to him, passes through a most unhappy time. He longs as do all children, to make the thoughts in his mind understood by those around him ; he sees that they can do this, he knows that he cannot, and yet he does not know why. He is miserable and perplexed, and feels like one in prison. It is the business of the teacher of the deaf to help him to set himself free, and to do this *she trains the pupil to make up for the sense which he does not possess, by making the best of those which he does.*

And so, as you may imagine, the little pupil thoroughly enjoys the lessons which help him to gain the power that lies in ordinary people of sharing with others all that is in his mind. Yet, all the same, he knows that he can never hope to converse so easily and freely as they do, nor to reap all the enjoyments that come to those who hear, and he has to learn from his teacher, not only how to speak in this new and special way, but also that happiness will come to him only if he turns his thoughts from his infirmity and looks steadily on the bright side of things.

CHAPTER XII

FUEL

To-day I want you to consider with me various kinds of fuel. By fuel we mean all those substances which are used for burning, whether for household purposes, such as cooking or the warming of houses, or for feeding furnaces which drive engines or machinery. The kinds of fuel used in different countries vary according to the natural conditions of the country or the customs of its people. You Indian boys mostly use wood, or dung cakes made by the womenfolk of your household and dried by the sun on the walls of your houses or yards. Perhaps you sometimes use charcoal, or, if you do not yourselves use it, you at any rate have seen it at some time or other. Charcoal is made by baking wood in a pit without letting it burn so that it turns black ; it makes very good fuel, for it glows and lasts much longer than wood does.

These three kinds of fuel are good enough in a country which has a mild climate, for in such a country the people mostly live

out-of-doors and fires are not much used, except for cooking purposes, and then only for a short time twice or thrice a day. But in colder countries, such as England or Canada, for example, many people spend the greater part of the day for at least six months of the year inside their houses, shops, or offices, and these buildings, unless artificially warmed, would be far too cold for comfort.

In the west of Canada wood is almost entirely used for this purpose, since it can be had in abundance at very little cost from the vast forests of the country. But on the prairies, to get good fuel is far more difficult, for the cold is intense at times and there are no forests. Yet during the whole winter, stoves have to be kept burning night and day, so that a great deal of fuel is necessary. Stoves have now been invented to burn straw, which is very tightly packed down, so as not to burn away too quickly, and as straw is abundant from the great crops of wheat, it is used as fuel on the prairies.

In England, wood is not easily obtainable by poor folk, for the forests which once covered the country have been very largely cut down, and the land is now under cultivation or pasture for the grazing of sheep and cattle. *Such forests as remain are very strictly preserved and people are not allowed*

to enter and cut wood at will, or there would very soon be no forest left. Neither is it the custom to make cakes of dung for fuel.

People in England are much more often employed in towns, in factories and other industrial occupations, than are people in India For this reason a very large number of them live in rows of little houses near the factories in the poorer parts of the great manufacturing cities, and have, of course, no horses or cattle of their own. The village folk who earn their living by agriculture seldom own land. They work for a regular weekly wage on the farm of some local landowner, whose horses, sheep, and cattle are kept on the farm, where the labourer goes daily to work. So it happens that there is no dung round the cottages in the villages, from which the women might prepare fuel, even if they should wish to do so. As a matter of fact, I think it has probably never struck them that dung would make good fuel, and the dung in England is used in a much more profitable way.

Perhaps you already know that the soil contains various plant foods, some of which are needed more especially to grow one kind of crop and some another, while others again are useful to crops of all kinds. Now plants as they grow draw out from the soil for their use the foods they require and if

the same kinds of plants are grown year after year on the same ground, the particular foods they require gets used up and the crops consequently lose in quality.

Good farmers, therefore, always try to return to the earth, in some form or other, those plant foods which have been used up by the crops grown there. One way of doing this is by ploughing or digging into the land the dung dropped by horses or cattle. The food of these animals is grass, roots, or grain, and in their dung or manure, is good food for the plants in return for the food which the plants have given them. An English farmer knows that to get a really good crop he must manure his land, and in this way dung is put to a much better and more economical use than if it were burnt as fuel.

CHAPTER XIII

COAL

What then is used as fuel in England ? Fortunately there is a large supply of fuel in the country all ready to hand—I mean coal. Though you Indian boys do not use coal yourselves, you are bound to have seen it some time or other. If you go to a railway station you may see heaps of it lying near-by, or trucksful standing in a siding, for coal is used to run the engines which pull the trains, and supplies of it have to be kept ready near the line.

But do you know what coal is ? Can you believe that, like charcoal, it too was once wood ? There was a time, thousands of years ago, when England was covered with forests : these forests were damp and swampy and filled with curious trees, unlike those found in Europe now-a-days Many of these trees were gigantic in size, and dense undergrowth grew between and underneath them. The leaves and branches and trunks which fell to the ground did not decay, as they would have done on open ground,

for sun and air which are the causes of decay could scarcely reach them through such dense shade.

Gradually they were covered over, for sand, mud and clay were washed down by trickling water and spread over the top of them Thus gradually they formed a solid black mass and became coal, such as we now dig from the mines.

It is probable that some of these forests were at one time covered by the sea, for, as you know, the surface of the earth very gradually changes its level in the course of long ages, so that what is now dry land may in the past have been under the sea and may be under the sea again in the future. So it often happened that the sea receded once more from over the buried forests and left the land above them dry, then other forests sprang up on top, and the same process repeated itself again. Sometimes we find seam after seam of coal, one above the other, with layers of clay and mud in between, and we conclude that each of these seams was a different forest buried at a different time. Sometimes seams are found as much as ten feet thick.

Scientists have made many discoveries which prove to us that coal has been formed in this way. Impressions of plants have

been found on the clay roof of a seam of coal and sometimes whole trunks of trees have been unearthed from a bed of clay in a coal-mine. Thin pieces of coal have been examined under a microscope, and by this means it is possible to find out even the actual kinds of plants of which they are composed.

There is another kind of fuel which I want to mention before we pass to discover how coal is extracted from the ground—and that is peat. Peat also consists of vegetable matter and is formed in much the same way as coal, only it has not undergone so complete a change. It is found in bogs, mostly in Ireland, and is dug out in blocks and left to dry in the sun, after which it makes a very good smouldering fuel. But it is so heavy that it would cost much to move to parts of the country far from where it is dug. For this reason it is mostly burnt by cottagers living near at hand.

What are coal mines like ? A large coal-mine is like a great underground city. A pit, like a deep well, called a shaft, is sunk down into the earth and forms the entrance ; the miners descend by means of a great iron basket or cage, let down by strong chains. Seams of coal are sometimes near the surface, and sometimes very deep down indeed, and as you descend daylight

fades completely away and the only light obtained is from lamps.

There are long main tunnels, with passages leading off from them in every direction; one large mine in the North of England has as many as fifty miles of passages, and one of the main underground streets is five miles long. Rails, too, have been laid and trucks go rolling along, drawn by little ponies. These trucks the miners load with coal which is then slung up to the world above in strong iron baskets, worked by machinery, while empty trucks return to the miners to be refilled.

Hundreds of men and boys spend the whole of their days working down below in this dark underworld. Just try to picture to yourself what such a life is like, led in the midst of this darkness, dirt and heat, scarcely ever cheered by the light of the sun, except perhaps in the summer for an hour or two at a time. Miners receive higher wages than other labourers, or what could induce them to take up such unpleasant work ?

The coal is cut with a sharp instrument called a pick, or sometimes by machine-cutters, or in particularly difficult places it is blasted out with gunpowder. The roof of the passage-way or gallery is supported by pillars of coal, left when the rest has been

cut away, or is propped up with strong wooden beams.

Formerly coal-miners used candles to light their work ; this was exceedingly dangerous, for coal contains gas, which explodes when it comes in contact with a naked flame. Many miners have lost their lives by these explosions. Now miners use a lamp called a safety-lamp which prevents the gas from reaching the naked flame and catching fire, so that explosions are now much less frequent than they used to be. Each man wears one of these lamps in his cap In the old days, too, there was much sickness owing to the lack of fresh air so far underground, and it became necessary to arrange some means of ventilation.

The system of ventilating coal-mines has now been much improved, air-funnels or shafts are sunk right down into the mine from the open air at either end of the main gallery, one to admit fresh air from above, and another by which the foul air may escape. A great furnace is kept burning under the latter, to assist in drawing the bad air up and away. In order to force the fresh air along the passages mechanical pumps and ventilating fans are used, so that now *sickness from bad air has been very much reduced, if not entirely done away with. But though this fresh air has proved a very great*

advantage in one respect, it is an added danger in another.

There is a certain kind of coal-dust which catches fire and explodes on coming into contact with fresh air. Even now-a-days in spite of many wonderful inventions for the safety of the workers, we still read on opening our newspaper some morning or other that a dreadful explosion has taken place in such and such a mine (may be in the North of England or in Wales). Hundreds of miners, so we may read, have been killed or buried alive, for the gallery entrance has been blocked by falling coal and earth. Then rescue parties are formed, and brave fellows go down into the mine with their picks and tools and try to dig away the fallen stuff, and to let their comrades out before it is too late and they have died of hunger or thirst.

England possess the largest coal-fields in Europe and coal is the fuel which is used all over the country in the homes of rich and poor alike, as well as in factories and for driving railway engines and steam-ships.

Every room in an English house has a fireplace built in the wall, arranged for the burning of coal, with a grating below to let the ashes fall through, and a chimney

above to carry off the smoke. A great disadvantage of the use of coal as fuel is the very dirty smoke it gives off, which pours out of the chimneys from the housetops. The air of a large manufacturing town, like Manchester, is sometimes quite thick with smoke, so that the sun's rays can hardly shine through, and if you go for a walk, you come back with your face black with smuts. The fogs so common in London, too, are largely due to this cause.

CHAPTER XIV

THE INVITATION

MY DEAR AHMAD,

As perhaps you know, I am taking six months' leave to England this hot weather, and it has struck me how very pleasant it would be if you could come too. I should be very glad of your company and pleased to take charge of you and show you round during our stay. Talk it over with your father, and let me know your decision in a few days' time. I must ask you to decide as quickly as you can as I am starting next month, and ought to arrange for your passage without delay. I am sorry to give you such short notice. If you do decide to come, do not forget to bring some warm clothes with you as well as cool ones ; it is sure to be quite chilly by the time we get to the Mediterranean. I shall be glad to answer questions on any points about which you may be in doubt. As soon as I hear from you I will let you know further particulars as to date of departure, etc.. and, if you come, will meet you myself at Lahore. I

hope your father will see his way to agreeing to my proposal ; I am quite certain you would enjoy the trip, and it would be excellent practice for your English. Please remember me to your father.

Yours sincerely,

F. L. NEWTON.

Needless to say Ahmad was delighted at this invitation, and his father agreed that it could be managed without difficulty, so he wrote gratefully accepting Mr. Newton's offer. The next month was a busy one, for there were farewell visits to pay and the clothes to be got ready for the journey, and many questions to be asked of Mr. Newton as to what would be most useful to him in the foreign climate

His excitement was great when the day of departure arrived, and he looked eagerly out of the train to see Mr. Newton on the platform at Lahore Station. 'That's right, my boy,' said Mr Newton, shaking hands with him, 'I am very glad to see you. *The Bombay Mail goes in an hour and a half's time, and I have engaged two lower berths for us; it promises to be very crowded* First let us see about tickets and have your luggage

labelled and weighed, and then we go and have some supper. You will have to accustom yourself to foreign cooking you know, when you get to England, but I am quite sure you will have no difficulty about that. Now come along and find your box.'

He led the way to the baggage office, where the heavier luggage was weighed and handed over to a porter to be stowed away in the luggage van of the Bombay Mail, while the lighter packages were put in the carriage in which they themselves were to travel. Then they made their way to the refreshment-room to see about some supper. While they were eating, Mr. Newton told Ahmad that he had taken their passages in the *Mongolia*, a fine ship, newly built last year, and that she was due to sail in three days' time—the day after they reached Bombay. After supper they took their seats in the railway carriage and the train soon moved slowly off, punctual to time, while a crowd of Indian and European friends on the platform waved good-bye.

Ahmad was quite tired out with excitement, and was soon glad to spread out his rugs and pillow and lie down for the night. The next day was very hot, but he occupied himself happily in looking out of the window at the towns and villages as they sped past, and noticing the strangely

built houses and carts, very different from those used in his home Towards the end of the day, however, his interest began to flag, and by midday on the following day, when they arrived at Bombay, he was heartily tired of the journey and only too glad to hear that their destination had been reached. *They both felt very hot and dirty and dusty, and Mr. Newton's first thought was to drive to a hotel and get a bath ; 'then,' he said, 'we will go out and take a stroll round.'*

The first object of interest was of course the sea, which Ahmad now saw for the first time He felt no great surprise at the great expanse of water, for he had often seen pictures of the sea and had a very good idea what it was like, but he thought it very beautiful, it was so smooth and blue and shiny.

The next morning they went on board the steamer and there everything was new and full of interest. Mr Newton and he were to share a tiny bedroom, called a cabin, downstairs in a lower storey, one of a row of dozen of other cabins, all with numbers on the doors to distinguish them one from the other. The narrow beds were fixed one above the other, to economise space and their trunks were pushed underneath the bed on the floor.

There was a little round window called a port-hole, looking out over the sea ; and everything in the cabin was made to occupy as little room as possible. Mr. Newton told Ahmad he must keep all his things very tidy or there would not be room to turn round, and Ahmad promised to do his best. Then he set off to explore the ship, taking care to note the number of his cabin for fear he might get lost.

CHAPTER XV

THE SHIP

Ahmad found the ship to be very large; several flights of stairs led up and down connecting the storeys, or as they are called on boardship, the decks, with one another. The lowest deck consisted of long passages, on the outer side of which were rows of cabins, while on the inner side were blank walls with an occasional open door, through which he could get a peep far down below at machinery and engines, approached by narrow flights of iron steps Down there, as he learnt later, were the engine-rooms, from which the ship was worked. At the end of one row of cabins he found a barber's shop, where passengers could get their hair cut or be shaved, here, too, was a large stock of articles for sale—hats,shoes, sweets and countless other things which passengers might require during the voyage.

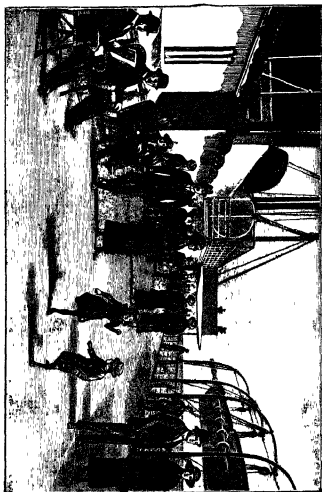
Opposite was the doctor's cabin, where the ship's doctor made up and dispensed medicines when required. Perhaps what

surprised and pleased him most was the great dining-room, where more tables than he had ever seen before in one room were being prepared for dinner. They looked most inviting with their snowy white tablecloths and glass and silver and fruit. Ahmad wondered which his seat would be and how he would ever find it amongst so many tables and chairs. Then he went upstairs and out through a door to the outside deck. Here a crowd of passengers were sorting and claiming their luggage ; others were opening andarranging folding chairs theyhad brought with them for the voyage ; and others were hanging over the railing which surrounded the deck, calling a last good-bye to friends on shore.

Ahmad walked round the whole length of the deck and up some more stairs which he found led to still another deck above, which was open to the sky. Here he found a row of large boats, fastened by ropes, and much wondered what they could be for, since they were on so fine and large a ship already. He looked up at the great funnels, from which black smoke was already pouring for theywere just about to start,and thought of endless questions to put to Mr. Newton when he should find him again. Then amidst a hundred good-byes and a waving of handkerchiefs from the shore, the chattering

of coolies, the cries of the sailors, and the shouts of the officers directing them the ship began to glide very slowly out and away from the shore, and Ahmad ran to the side to have a last good look at India

Ahmad had been warned that he would probably be sea-sick, and had suffered a good deal of teasing on that account from his former school-fellows, who had all heard of this unpleasant form of sickness, but he found to his delight that he was in no way affected by the motion of the boat, and he was told he was a very good sailor. It is true the sea was so smooth and calm that it was difficult to imagine how any one could be ill from the gentle rolling of the ship as she steamed along, but this opinion was by no means shared by all the passengers many of whom looked very miserable for the first few days, and seemed quite unable to eat anything As time went on everyone cheered up, and life on board soon settled down into a regular routine

Ahmad thought it a very good arrangement that anyone who wished to do so might bring his mattress and blanket up on deck at bed-time, and spreading them out on the board sleep there in the cool fresh air This was a great pleasure, for the cabins down below were hot and stuffy, and many persons availed themselves of it. It meant very early rising, however, for soon after dawn

every morning the crew came along with buckets of water and a hose-pipe and started to scrub and wash down the deck from end to end.

By the time dressing and *chota-hazree* were over, the scrubbing was finished and the more energetic among the passengers assembled on the deck and walked briskly up and down for exercise before breakfast. Then followed breakfast in the big dining-room and afterwards a long, lazy day. They sat about in their comfortable chairs and read the books they had brought with them or had borrowed from the ship's library, or chatted with their fellow passengers, or played games especially adapted to the limited space. One afternoon there was a cricket match on board. Nets were stretched from the boarded roof of the deck to the lowest part of the side-rail to prevent the ball from going overboard into the sea, and though the space was rather small it was enough to provide some exercise and to pass a pleasant afternoon.

Every day news from all parts of the world was printed on a sheet of paper and hung up in a passage where all might see it. This was received by wireless telegraphy and printed by the printing-press on board the ship. Such passengers as wished to do

so might also send messages back to their friends in India.

One morning Ahmad was startled by a shrill hoot from the steam-whistle and a running of the passengers to one end of the ship. He joined the crowd and saw the crew hastening to the water-hose and unwinding it at full speed, while others made for the boats on the upper deck and began to swing them out and lower them over the sea. He thought something must have gone wrong with the vessel and inquired anxiously what it might be, but was soon reassured to hear that it was only a practice. *A false alarm of fire, he was told, is given from time to time on the ship, when the crew go through a fire and lifeboat drill to see that every man knows his place and that everything is in working order.* In case of a real fire, water would be hosed on to the spot where it had broken out, and if the dangers were great the passengers and crew would get into the life-boats and try to save themselves in that way. He then understood what the boats on the upper deck were for.

CHAPTER XVI.

ADEN AND PORT SAID.

In five days' time land was seen once more and Aden was reached. They were only to stop a few hours here to put ashore and receive mail bags and to land a few officers who were joining the British regiments stationed at Aden. There was just time to hire a boat and row ashore and take a short walk, which was a pleasant relief from the cramped space on board ship.

Aden looked very bare and rocky and was exceedingly hot and glaring They were told that very little rain falls here, and there is great scarcity of water ; tanks have been built to contain the necessary supply, and visitors often drive out to see them, but as they are some little way from the landing-stage and the afternoon was very close, Mr. Newton and Ahmad agreed it was not worth while making this expedition.

During the next few days they steamed up the Red Sea. From time to time the desolate rocky coast of Arabia could be

seen in the distance, with bare sun-scorched mountains of reddish rock. There seemed to be no trees or vegetation. Every day was now hotter than the last ; there was no breeze, and the air felt stifling ; everyone wore his thinnest clothes, and spent the day lying lazily in a chair dozing or reading. Some little interest was felt when Suez was reached, for here was the entrance to the Suez Canal and the whole of the next day was spent in passing through it. On both sides stretched the sandy desert, with here and there on the canal bank a building or two, or perhaps, a string of camels plodding patiently past.

During the morning the *Mongolia* heard that another ship was coming towards her carrying the outward mails and passengers from England to India, and that it would be necessary to tie up securely to one of the canal banks while they crossed. This was done and soon the steamer came in sight and the passengers and crews of both vessels gave each other a hearty cheer as she went by. During the night Port Said was reached, and Ahmad woke next morning to find flat boats full of coal moored along the ship's side, while coolies ran up and down the connecting planks carrying baskets of coal from their boats to the *Mongolia* to supply her engines for the rest of the voyage.

Everything was soon sprinkled with a fine black coal dust, and the passengers were only too glad to leave the ship as soon as possible and spend the time on shore till coaling should be over.

Ahmad and Mr. Newton landed and strolled up the main street together, looking at the shops with their gay windows arranged to tempt visitors to spend their money. They then sat in the verandah of a hotel and drank coffee and amused themselves by bargaining with the men who brought round trays of ornaments, strings of beads, and curiosities of all kinds. *However clever the visitors tried to be there was no getting the better of the sellers in a bargain.* Apart from the main street with its rows of shops, Port Said looked very tumble-down and dirty, and there was not much of interest to be seen in the town, so they spent the afternoon in sauntering down the breakwater built out into the sea, at the end of which stands a statue of the engineer Lesseps, who built the Suez Canal.

After leaving Port Said the days became steadily colder, and they were glad of the warmth of their cabin at night. Five days later they reached Marseilles, from which port they were to travel across France to England. The ship would continue the passage round the coast of Spain past

Gibraltar, and up the west coast of France through the Bay of Biscay, but this journey would take an extra week, and a great number of the passengers travelled overland to save time.

It was with some regret that Ahmad packed his box and left the ship; he had enjoyed the journey very much, but he was glad to set foot on shore again, and soon began to look forward to making acquaintance with England. An express train was waiting for them, and having taken their seats they sped away northwards through France. The following day the coast was reached once more this time on the north of France, and after less than a couple of hours' journey in a steamer across the English Channel they caught their first glimpse of the cliffs of England.

On the landing-stage all was bustle and confusion; friends and relatives had come to meet the boat, and were welcoming the travellers from overseas; luggage was being unloaded and claimed, and people were leaving in different trains for various parts of England. It made Ahmad feel quite bewildered to watch it all. Mr. Newton and he were bound for London, and having collected all their belongings and taken their tickets at the station, they stepped into the

train, and settled themselves comfortably for the journey.

The railway carriages were very narrow, each contained two seats facing each other, along which the passengers sat in rows, four or five a side, with their knees almost touching each other. There was no space for baggage, except for very small packages which were placed on a rack over their heads Ahmad was surprised at this lack of space, and inquired how all these people would find room to sleep at night. Mr. Newton had to explain to him that England was small and the trains went very fast so that it was possible to travel the whole length of the country during the inside of one day, and it was very seldom necessary to make a journey by night. The days, too, were cool and travellers did not feel so much inclined to sleep at all hours as in India but were content to sit upright and look out of the windows or read their newspaper.

For a longer journey, as, for instance, from England to Scotland, special carriages called sleeping compartments were provided. *Ahmad thought himself fortunate to have obtained a corner seat near a window and looked eagerly forward to seeing what English country was like.*

CHAPTER XVII

THE JOURNEY TO LONDON

Some delay was caused by the large number of boxes which had to be wheeled along the platform in trucks and loaded in the luggage van. Ahmad found it very strange that all the porters were white men, and that they all talked English, though he could scarcely understand a word they said.

He was very disappointed and asked Mr. Newton why this was so. Mr. Newton told him that the pronunciation of English in different parts of the country varies considerably, especially among those people who are not particularly well educated; so much so, that a man coming from a country in the extreme south would be understood with difficulty by a north countryman, just as the village dialects vary in the different parts of India. He promised Ahmad that, with his knowledge of English, he would have little trouble in understanding any well-educated person. The porters seemed to be very strong and muscular. Instead of carrying the boxes on their heads they

hoisted them on to their shoulders and carried them there ; he discovered later that English people never carry weights on their heads.

When all was ready the guard blew a whistle and the train started The town was soon left behind, and they came to cultivated fields and pasture land. It was a beautiful spring day, and he noticed how fresh and green the grass looked, and how many fine old trees there were in the fields. Many of them were already in full leaf, others were still almost bare, or had tiny leaves, or fat buds at the ends of the branches 'What do the people do for shade in the winter if the trees lose all their leaves ?' asked Ahmad 'Unfortunately,' said Mr. Newton, 'no shade is needed in the winter, for there is so little sunshine and the days are so cold that we are glad to get every bit of warmth we can.' 'In that case,' answered Ahmad, 'it is very lucky that the leaves do fall off'

They were passing through the south-east country, a part famous for its fruit, and the apple and plum orchards looked very beautiful with the trees all covered with pink and white blossoms. In some fields green blades, looking like wheat, were already pushing up through the soil, but

there were also many fields which appeared to be just empty ploughed land. 'Is that the spring wheat crop coming up?' asked Ahmad, 'and are all those empty fields to be kept for the autumn crop?' 'Those fields are not empty,' replied Mr Newton; 'the fields in which you see the green blades, were sown with barley in the autumn, but those fields, which you call empty, have lain fallow all the winter and have been sown with wheat and oats a few weeks ago. They will soon be coming through too, and will all be reaped about the same time in September, for there is only one harvest in the year in England. The autumn-sown grain makes no growth all through the winter months; the weather is not warm enough and so it gets only a very short start of the spring-sown grain.'

'I see,' said Ahmad, 'but where do the people get their water from? I see no wells or canals or water-courses.' 'There is no need for canals for irrigation' said Mr Newton; 'it rains so often in England, though usually not very heavily, that there is no need for artificial watering. In some years the crops suffer from a drought, but mostly the rain is sufficient to carry them through, and not unfrequently there is too much.' 'But how about drinking water?' asked Ahmad; 'do they have

to catch the rain for that too?' 'No, certainly not,' replied Mr. Newton; 'water for drinking and washing is usually carried into all the houses by means of pipes laid from some reservoir or water-works. It is even carried upstairs into the upper storeys by pipes with taps. It is only in very small and out-of-the-way villages that there is no water-supply to the houses now-a-days, and there the people do have to use wells.'

Now Ahmad's attention was caught by something he saw outside, and he turned back to the window again. On the grass-lands cows and sheep were grazing, and the flocks of sheep were followed by tiny bleating lambs only a few weeks old. Here and there in the fields, stood solidly-built farm-houses, designed to keep out winter winds and cold; farm carts were being driven up and down the roads, and the countryfolk were busily at work in the fields, spreading manure on the land and planting potatoes. The fields were separated from one another by hedges, all of them bursting into leaf and many covered with white blossom; from time to time they passed woods carpeted with brightly coloured spring flowers. Ahmad thought it was all very pretty, but he felt rather cold and sneezed several times as he breathed the fresh country air.

As they drew nearer London the scenery began to change. Stations were more frequent and from the windows on both sides of the carriages could be seen pleasant-looking houses, standing in trim gardens, with grass lawns and flowering trees, flowers and vegetables. Farther up the line the gardens became smaller and the houses closer together ; each was separated from the next by a brick wall.

He learnt that they were now in the suburbs—those outlying parts of London where hundreds of business men live whose work is in the great city, to which they travel every morning by train, returning to their home again in the evening. In ten minutes' time he noticed that the houses had become smaller still ; they stood in long rows, each house joined to the one next to it, and the pretty gardens had been replaced by tiny back yards ; the air was not so clear and flowers were scarce. Instead of vegetables and fruit trees, the little garden plots were filled with recently washed clothes hung out on lines to dry.

As far as he could see on either side of the line stretched rows and rows of similar houses with now and again a church spire or a big school building standing up amongst them. Between the rows were dirty streets up and down which heavy vans were being

drawn by powerful cart-horses, carrying goods to and from the warehouses ; children, who looked as if they had not enough to eat, played by the roadside, and tall factory chimneys poured smoke into the sky.

'It must be dreadful to be one of those children,' said Ahmad ; 'why, there is not a single field for miles round as far as I can see ; can they never get out into the country ?' 'There are the London parks where there is green grass,' said Mr. Newton, 'that is the nearest approach to country they ever see. This is one of the most crowded parts of London, where the very poorest people live. A good deal is done now-a-days to help these poor children and to give them food and better schools, but there is still more to be done.'

A few minutes later the train crossed a bridge over the river Thames, and they steamed into the largest station Ahmad had ever seen.

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CHAPTER XVIII

COLD COUNTRIES

People who live in the Punjab plains and who have never been anywhere else, can have no idea what real cold is like, nor how intense it can be. They can, it is true, see the snow-capped peaks, and mountain ridges glistening in the distance on a clear day in the cold weather ; and often in December and January there are several degrees of frost by night and when they come out of their houses in the morning they see the fields all white around them ; they shiver and their teeth chatter and they are glad to wrap themselves in warm blankets. But later in the day the sun shines warm and bright and everything around thaws, and they throw off their blankets and feel happy once more.

But there are many inhabited parts of the world where the cold is intense all through the day and night during the whole winter Snow often begins to fall in October or November and lies many feet deep on the ground for four or five months or even

longer. In these countries people have to invent new means of getting about, for walking becomes very difficult. One of these ways is on snow-shoes.

When the snow has covered everything and lies four or five feet deep, it becomes hard and frozen, but it is difficult to plod on it in your ordinary shoes, for the surface is often a little soft for a few inches down, and you would sink in, and make but little progress. So people have invented snow-shoes. These snow-shoes are made of long bent pieces of wood, fastened together at the two ends, but about a foot apart in the centre, and this centre space is filled with woven cane or reeds. These they fasten on to their boots and so are able to race along over the frozen snow.

If it is difficult to walk, you can understand it would be still harder for a heavy cart to get along through the snow. So when winter comes, the people of these cold climates take the wheels off their carts, and fit on long pieces of wood or metal instead with turned up points, called runners. This converts the carts into sledges, and the runners move easily over the hard snow, so that horses have no difficulty in pulling them along. So silently does a sledge move, that in order to let others know it is coming, the sledge-drivers tie little bells to their horses'

heads, and very pretty they look and sound as they come tinkling along through a white world.

The people in the sledge are wrapped up to the ears in thick fur coats, they wear fur caps and gloves to resist the bitter weather. Even so sometimes, their noses get frost-bitten and become numb and dead with cold, and the cure for this is to pick up some of the loose snow and rub the nose with it till life and warmth is restored.

Countries still further north are under snow all the year round, and no carts or wagons are used, but only sledges, and these are drawn by teams of dogs specially bred and trained for the purpose. The most northerly inhabitants of the globe are the Eskimos—some of whom live in Greenland —and Eskimo dogs are the breed most suitable for drawing sledges.

'These dogs,' as a great explorer tells us, 'are sturdy, magnificent animals. There may be larger dogs than these, there may be handsomer dogs, but I doubt it. Other dogs may work as well, or travel as fast or as far when fully fed, but there is no dog in the world that can work so long in the lowest temperatures on practically nothing to eat. The male dogs average in weight from one to one and a quarter maunds, the females

are somewhat smaller. Their special characteristics are a pointed nose, great breadth between the eyes, sharp pointed ears, a very heavy coat underlaid with a thick soft fur, powerful, heavy muscled legs, and a bushy tail like that of the fox.

'There is only one breed of Eskimo dogs, but they are variously marked and of different colours—black, white, grey, yellow, brown and mottled. Some scientists believe they are the direct descendants of the Arctic wolf, yet, as a rule, they are as affectionate and obedient to their masters as our own dogs at home. Their food is meat, and meat only. For water they eat snow. The dogs are not housed at any season of the year ; but summer and winter they are tied somewhere near the tent or hut. They are never allowed to roam at large, lest they be lost. Sometimes a special pet or a female that has young puppies, will be taken into the hut for a time, but Eskimo puppies, only a month old, are so hardy that they can stand the severe winter weather.'

The north of Greenland is almost entirely covered with snow for most of the year. There are to be found great glaciers or frozen seas of ice, and parts of the seas as are not frozen are filled with huge blocks of floating ice, called icebergs. It is

exceedingly dangerous for ships to sail in these seas, for they may at any time be caught and crushed to atoms between two floating icebergs I shall presently tell you of the expedition made by Commander Peary to the North Pole, but first you shall hear what he says about the Eskimo folk.

CHAPTER XIX

The Eskimo

'The Eskimos, who live on the north-west coast of Greenland, consist of a tribe of about 235 members. Their only industry is hunting, and they seldom live for more than a year or two in one place, for their possessions are all easily movable, consisting mainly of dogs and sledges, a few skins, and some pots and pans. An intense and restless curiosity is one of the peculiar characteristics of these people. As an example, one winter, years ago, when Mrs. Peary was in Greenland with me,' says the explorer, 'an old woman of the tribe walked a hundred miles from her village to our winter quarters in order that she might see a white woman.

'The Eskimos are without government, but they are not lawless. We should think them utterly uneducated, yet they show a remarkable degree of intelligence. They are like children, with all a child's delight in little things, but they are, nevertheless, as enduring as the most civilised of human beings. Without religion, and having no

idea of God *they will share their last meal with anyone who is hungry, while the aged and the helpless among them are taken care of as a matter of course.* They are healthy and they have no vices, no intoxicants and no bad habits—not even gambling.

'As a general rule the Eskimos are short, as are the Chinese and Japanese, though I could name several men who stand about five feet ten inches high ; they have brown faces, keen eyes, and black hair. The women are short and plump ; they have powerful bodies, but their legs are rather slender. The men are very muscular, though their fatty roundness tends to hide their muscles.

'These people have no written speech, but their language is fairly easy to learn. On the whole they are much like children and should be treated as such They are often on high spirits, but easily discouraged. *They delight in playing tricks on each other and on the sailors, are usually good-natured, and when they are sulky it is no use being vexed with them.* Naturally they can grow no vegetables in the icebound land in which they live, and their food consists solely of meat which they kill by hunting, and of blood and fats.

'For one hundred and ten days in summer the sun never sets over their country, and

for one hundred and ten days in winter the sun never rises and no ray of light save from the icy stars and dead moon falls on the frozen land. Between the towering cliffs along the coast are glaciers which throw off from time to time great icebergs into the sea; before these cliffs lies the blue water, dotted with masses of glistening ice of all shapes and sizes; behind the cliffs are the Greenland mountains—the abode, say the Eskimos, of evil spirits and the souls of the unhappy dead.

'In some places on this coast in summer the grass is as thick and as long as on an English farm. Flowers bloom and there are bees, flies, and mosquitoes, and even a few spiders. Among the animals of this country are the reindeer, the fox (both blue and white), the Arctic hare, the Polar bear, and perhaps once in a while a stray wolf. But in the long sunless winter, this whole region—cliffs, ocean, glaciers—is covered with snow, that shows a strange grey in the starlight. When the stars are hidden all is black and soundless.

'During the winter these patient and cheerful children of the North live in huts built of stones and earth. In the summer they live in skin tents. The stone houses are permanent and a good one will last perhaps a hundred years, with a little repairing

of the roof in summer. These huts are found in groups or villages along the coast, and as the people are a wandering race these permanent dwellings belong to the tribe in common. One year all the houses in the settlement may be occupied, and the next year none, or only one or two.

'These houses take a month to build. A broad hole is made in the earth, which forms the floor of the house, then the walls are built up solidly with stones and the chinks filled with moss ; long flat stones are laid across on top of the walls ; this roof is covered with earth, and the whole house is banked in with snow.

'There is no door in the side, but a hole in the floor at the entrance leads to a tunnel, sometimes ten, sometimes fifteen or even twenty-five feet in length, through which the little people crawl into their homes. There is always a small window in the front of the hut, and a little air hole in the centre of the roof At the farther end of the hut is a bed platform made of earth : this they cover with grass, which is again covered with seal-skins ; above these are spread deer-skins. When the Eskimos go to bed they simply remove all their clothes and crawl in between the deer-skins. The lamp which stands on a large stone on one side of the bed

platform, is kept burning all the time, whether the family is asleep or awake.

'It is no good pretending that my Eskimo friends are not dirty. In their own homes they hardly ever wash themselves, and in winter they have no water except from melted snow. On rare occasions when the dirt gets too thick for comfort, they may remove the outer layer with a little oil. I shall never forget the amazement with which they first saw a white man's use of the tooth-brush.'

CHAPTER XX

THE POLAR EXPEDITION

The easiest way to understand what is meant by the North or South Pole is to run a long thin pencil through an orange. Now twist the pencil so that the orange spins round it The two ends where the pencil pierces the orange will be the two poles. Of course there are no poles there really, in fact if you could go there to see, you would find that spot looking just like the surrounding country, but the North Pole is the name for the northernmost part of the earth, and from there, in whatever direction you may look, you will be looking south.

Explorers have attempted to reach this point for nearly four hundred years, but so great are the dangers and so many the difficulties of such an expedition that they all failed in turn until Commander Peary made his wonderful journey which was crowned with success in the year 1909.

The first explorers who tried to reach the Pole attempted to get there in ships, but this naturally failed, for the sea in

those parts is so frozen that after a certain point there is no water in which ships can move, and they were obliged to turn back, and were lucky if they succeeded in reaching home safely. Others were not so fortunate, but were caught between drifting icebergs and crushed to pieces. The next explorers took sledges with them and teams of dogs or reindeer and left their ships to journey over the ice, but they were not sufficiently experienced in life under such conditions to win through in safety and one and all returned without reaching their goal, or died in those icy regions.

Commander Peary was the first to realise that it could only be with the help of the Eskimos, who understand the best way of travelling and living in those cold countries that he could hope to succeed in his attempt, and he determined to reach the Pole with the assistance of these men. For eighteen years he lived amongst them in Greenland ; he ate the same food, and wore the same kind of clothing as they did, and learnt to build huts of snow and all they could teach him about the easiest manner of working and living in the cold. Then when he thought there was nothing more to be gained by further delay, he made ready for his great venture.

He started in his ship called the *Roosevelt* from New York in July 1908,

and with twenty-one white men, and his faithful negro assistant, sailed up the coast of Greenland. His plan was to voyage as far north as he could in his ship during the summer months, then to find as safe a spot as possible to camp in for the winter, and in the early spring to push foward over the frozen seas beyond the land with his sledges and dogs towards the pole.

Having arrived in Greenland he chose those Eskimos whom he knew to be bravest and strongest and most able to stand danger and discomfort, and together with their wives and families and over two hundred Eskimo dogs for the sledges they all started on the difficult north-west journey through the icy seas of the west coast of Greenland. Let me tell you what Commander Peary wrote about this journey. 'It is hard,' he says, 'if you have not been there for you to understand the character of the ice through which the *Roosevelt* fought her way.

'Most persons imagine that the ice of the Arctic region has been formed by direct freezing of the sea-water, but in the summer time very little of the floating ice is of that character. It is composed of huge sheets, broken off from the glaciers and broken up by contact with other ice and with the land and driven south by the violent flood-tides. It is not unusual to see there ice between

eighty and a hundred feet thick. As seven-eighths of these heavy icebergs are under water, one does not realise how thick they are until one sees a huge mass, which by the pressure of the other ice behind it has been driven upon the shore, and stands there high and dry eighty or a hundred feet above the water, like a great castle guarding the shore.'

They kept as close to the shore as they could in hopes of finding stretches of open water, but it was only owing to Commander Peary's thorough knowledge of the coast and by means of the experience he had gained through the long years he had spent in this country, that he was able to win through to the spot he had chosen for winter quarters.

In September they reached that northerly point of land where it was intended to pass the winter, and the first thing they did was to land the dogs who were delighted to get ashore and ran in all directions leaping and barking in the snow. Then they washed down the decks and started the work of unloading. Twenty fine sledges had been built during the voyage which had occupied nearly six weeks, and these were now used for dragging the store over the ice.

The work of landing the stores took several days for they had brought everything

with them that they would need throughout the whole expedition ; oil for fuel—for there is no wood in those parts—boxes of food of all kinds, dried meat, milk in tins, flour, fat, and dried fruits. The largest boxes were used in building the walls of three huts ; they were piled on their sides, one upon the other, with the lids removed, so that the stores all lay as if on shelves round the interior of the huts. The roofs were made of sails, and roof and walls were all banked over with snow, and the insides were fitted with stoves, so that here they would find a safe and warm shelter in case their ship was crushed by the ice, or any other disaster should overtake her. But if all went well they intended to live on board.

For fresh meat they relied on hunting, and the next few weeks, before complete darkness fell, were to be used for this purpose. The Eskimo women set their traps all along the shore for five miles, and they were more successful than the men, obtaining some thirty or forty foxes in the course of the autumn and winter. The women also went on fishing trips to the ponds of the neighbourhood and brought in many fine fish.

The days grew shorter and shorter and on October 12 they saw the sun for the last time that year. Now followed four

months of constant darkness except for the moon, which gave enough light during eight or ten days of each month to make hunting possible But during the longer periods of utter blackness they lived together on the ship where they kept fires and lamps and oil stoves burning and occupied themselves with making sledge and fur-clothing, and other things needed for the great journey which lay before them. So the time passed till Christmas, which they celebrated with a special dinner and an English plum pudding which they had brought with them and with games on deck and races run on the ice.

In the New Year, preparations for a start were begun in earnest, and all busied themselves in getting ready for the journey. The Eskimos were promised many presents on their return as a reward for bravery and fidelity . boats, tents, rifles, guns, tobacco, pipes and knives, etc , and all their fears fled at the thought of these great riches Towards the end of February the start was made.

'Perhaps it will assist the reader,' writes Commander Peary, 'to form a more vivid picture of the sort of work which lay before the expedition if an effort is made to make him exactly understand what it means to travel nearly a thousand miles with dog sledges over the ice of the polar pack. In that belief, I shall at this point try to

describe as briefly as possible the kind of conditions that met us, and the means and methods by which those conditions were met.

'Between the winter quarters of the *Roosevelt* and the most northerly point on the north coast which I had chosen for the point of departure for the ice journey, lay ninety miles in a north-westerly direction across the land, which we must cross before plunging on to the trackless ice-fields of the Arctic Ocean.

'From there we were to go due north over the ice of the Polar sea, four hundred and thirteen geographical miles. There is no land between this land and the North Pole, and no smooth and very little level ice. Part of this ice on the outer edge is afloat, and the greatest danger is that of cracks which are caused by the tides between the floating ice and the stationary ice of the glacier round the Pole. These cracks are constantly opening and shutting according to the tides and winds, and the ice on their edges is smashed into fragments of all sizes and piled up in great ridges, sometimes tremendous in size. These ridges are crossed only with the greatest difficulty; the dogs have to be urged on and encouraged to pull with might and main, and it is often necessary to lift the heavily-loaded sledges over hills of snow and ice.

'Between these ridges the ice is more or less level, and far more troublesome than the ridges or the great cracks, which are stretches of open water—sometimes straight, sometimes zigzag, sometimes not too wide to jump, and sometimes impossible to cross. They may be rivers of open water, half a mile to a mile in width, and stretching from east to west as far as the eyes can see.

'There are various ways of crossing these cracks. One can go to the right or the left with the idea of finding some place where the opposite edges of the ice are near enough together, so that our long sledges can be bridged across. Or, if there are signs that the crack is closing, the traveller can wait till the crack comes close together. If it is very cold one may wait till the ice has formed thick enough to bear loaded sledges going at full speed'

The food and other necessaries were loaded on the sledges and the party was divided up with so many men and dogs to each sledge. As the food was gradually used up and the sledges became empty in turn, the plan was to send back the empty sledge with the men and dogs belonging to it to the main camp, so that the whole party would continually become smaller and there would be fewer mouths to feed, for no meat of any sort could be obtained on the way.

Now and again the weakest dogs were killed and given as meat to the other dogs in time of shortage. Unfortunately so many dogs had died during the winter that there were only now nineteen teams of six dogs each. The men were dressed in new and perfectly dry fur clothes and so could bid defiance to wind and weather. The plan followed was, that a small party went ahead to choose the best way over the ice, and so make a trail for the main party and to prepare huts for the night, in order to save these latter any extra toil or distance so that all their energies might be saved for the last great attempt to reach the end of the journey which was to be made by them only. Throughout the whole of March they plodded on, toiling over the roughest ice and passing over great stretches of water, often escaping drowning only 'by the skin of their teeth.' We will now hear what Commander Peary has to say about the last of the journey.

'With every passing day even the Eskimos were becoming more eager and interested, notwithstanding the fatigue of the long marches. As we stopped to make camp they would climb to some pinnacle of ice and strain their eyes to the north wondering if the Pole was in sight, for they were now certain that we should get there

this time. I had not dared to hope for such progress as we were making Still the biting cold would have been impossible to face by anyone not strengthened by a determination to succeed. The bitter wind burned our faces so that they cracked, and long after we got into camp they pained us so that we could hardly sleep.

'The Eskimos complained much, and at every camp fixed their fur clothing about their faces, waists, knees and wrists. They also complained of their noses, which I had never known them do before The air was as keen and bitter as frozen steel. At the next camp I had another of the dogs killed. It was now exactly six weeks since I left the *Roosevelt*, and I felt as if the goal were in sight. I intended the next day, weather and ice permitting, to make a long march, "boil the kettle" midway, and then go on again without sleep.

'*During the daily march my mind and body were too busy with the problem of covering as many miles of distance as possible to permit me to enjoy the beauty of the frozen land through which we tramped.* But at the end of the day's march, while the snow-huts were being built, I had usually a few minutes in which to look about me and realise the picturesqueness of our situation—we were the only living things in a trackless

colourless, inhospitable desert of ice. Nothing but the hostile ice, and the far more hostile icy water lay between our remote place on the world's map and the utmost tips of the lands of Mother Earth. Of course, I knew there was always a possibility that we might end our lives up there, and that our conquest of the strange spaces and silence of the Polar region might remain for ever unknown to the world which we had left behind. But it was hard to realise this. Hope always buoyed me with the belief that, as a matter of course, we should be able to return along the white road by which we had come.

'The last march northward ended at ten o'clock of the forenoon of April 6, and my reckoning showed that we were in the immediate neighbourhood of the goal of all our striving. After the usual arrangements for going into camp at about noon, I made the first observation at our Polar camp. It showed our position as 89° 57'. We were now at the end of the last long march of the upward journey. Yet, with the Pole actually in sight, I was too weary to take the last few steps. The weariness of all those days and nights of forced marches and insufficient sleep, constant peril and anxiety, seemed to roll across me all at once. I was actually too exhausted at the moment to

realise that my life's purpose had been achieved.

'As soon as our snow-huts had been completed and we had eaten our dinner and fed the dogs, I turned in for a few hours of absolutely necessary sleep. But weary though I was I could not sleep long. It was, therefore, only a few hours later when I awoke. The first thing I did after awakening was to write these words in my diary: "The Pole at last....My dream and goal for twenty years. I cannot bring myself to realise it." Everything was ready for an observation in case the sky should be clear but it was unfortunately still overcast. But as it looked as if it would clear before long, two of the Eskimos and myself made ready a light sledge, carrying only the instruments, a tin of food, and one or two skins, and drawn by a double team of dogs we pushed on about ten miles.

'While we travelled the sky cleared and I was able to get a satisfactory series of observations at midnight These observations showed that our position was then beyond the Pole. As we passed back along that trail which none had ever seen before certain thoughts came into my mind such as it has never fallen to the lot of man to think. East, west, and north had disappeared from us. Only one direction remained and that

was south. Every breeze which could possibly blow upon us, no matter from what point of the horizon, must be a south wind.

'We planted five flags at the top of the world, and the Eskimos gave three mighty cheers with the greatest enthusiasm. Thereupon I shook hands with each member of our party. The Eskimos were childishly delighted with our success, for they understood it meant the final achievement of a task upon which they had seen me engaged for many years. Then in a space between the ice-blocks of a ridge, I placed a glass bottle containing a strip of my flag and a record of my arrival here. In the afternoon, after flying our flags and taking our photographs, we went into our snow-huts and tried to sleep a little before starting south again.'

> The heights by great men reached and kept,
> Were not attained by sudden flight;
> But they, while their companions slept,
> Were toiling upwards through the night.

(Longfellow.)

CHAPTER XXI

An Indian Funeral in England

In the Great World War many thousands of Indians fought and died for their Empire. Thousands were killed fighting gallantly side by side with the French and British on the battlefield and many were taken, wounded, from the field, to die in one of the Military Hospitals that had been established in France or England. But besides soldiers, numbers of Indians were also serving the cause of liberty in other ways, and of these, not a few were attached to the hospitals in England or at the front. Such a hospital, for instance, was the Kitchener Military Hospital at Brighton, a big town on the Sussex coast, in front of a bare, bleak range of downs or low hills. Here a hospital assistant—a Brahman—died, and at that time I read an account of his funeral written in the best known English newspaper, *The Times*.

The dead man was a Brahman of the Punjab, and came from a village in the Gujranwala district, where his father had been a teacher. The old man had got

together enough money to support his son, first at a high school, and then in the Medical College, Lahore ; and, though the latter had not yet been through his full medical course, soon after the outbreak of the war he had volunteered for service in the Red Cross, or any other corps, where he might be needed.

His offer was accepted, and he took a tender farewell of his parents before embarking with a number of companions at Bombay. His aged father was not a little distressed at the prospect of losing him, but would not stand in his way. 'I pray Heaven, you may come back safe and sound, Radha,' said he, 'but whatever happens to you I know that you will always try to do your best' There had been a large gathering of college friends, too, to wish the young man 'Good-bye'—for in the college he was popular and respected.

He embarked with many fellow-Indians on a troop-ship at Bombay. Radha Kishen had never seen the sea before, and was much struck by the size of the waves, and the blue and green colouring of the water. The ship life was new and interesting, and the first three days were calm and beautiful. But the day before reaching Aden, the sea grew a little rough and rain fell, and Radha Kishen and several of his

companions were sea-sick and had no taste for food.

They recovered on putting in at Aden. After Aden came the sticky and airless heat of the Red Sea, and then the Suez Canal and the cool breezes of the Mediterranean. The transport landed them at Marseilles some seventeen days after leaving Bombay, and Radha Kishen found himself appointed an Assistant Surgeon at a Military Hospital in the North of France. Socn afterwards he was ordered to assist in taking a party of wounded soldiers to Brighton, where he was attached with a few other Indians to attend especially to the Indian wounded at the Military Hospital there.

Now and then he felt pangs of home-sickness when his thoughts turned to his home and his village and his pleasant college life at Lahore, and especially when letters came to him, full of affection, from his old father. *But he was, on the whole, far too busy to be able to think of much besides his work.* All at the hospital were working their utmost, for the sick wards were full to overflowing of wounded men and Radha was made happy by the gratitude of the sick whom he tended, and by the thought that in his daily work of healing he was directly serving his fellow-men.

But the English winter, with its constant damp and cold, and its grey sunless days, affected his health. He caught cold frequently, and during a sudden hard frost, being called hurriedly out in the middle of the night to attend to a patient in a ward some distance away, he had no time to put on his warmest clothes, and his cold turned to a severe attack of pneumonia. In spite of all the attention that could be spared him by doctors already overworked with other duties, Radha Kishen died after having been away from home five months—the only one of the hospital staff that was taken seriously ill since the work was started. The ill news was sent to his father by a friend he had made while at the hospital, and it might, I think, interest you to read the following account of his funeral—an Indian funeral in England.

The body was laid on a bier in a small court among the hospital buildings and a little crowd, mostly from the Indian members of the hospital staff, gathered round it. A pall, prettily embroidered, was laid over the body by some hospital friends, with white flowers thickly strewn on the top. A photographer then came forward and took the young man's photograph, as he lay with his face bared, in the funeral clothes. This done, the chief mourners tenderly lifted

the body on to the hearse and this and the ambulance-wagons, full of mourners, started for the burning ghat

The road soon left the main city and entered a little English village. A different scene this from a village in Northern India cottages of brick and stone with sloping slate or tiled roofs and little gardens in front of several of them. In the middle of the village was an English church, and a large level patch of green grass—the village green or playground—at the farther end, between it and the road, and a pond with ducks paddling and swimming about in it, owned by one of the villagers. As the funeral procession moved slowly down the main street and past the church and the pond, the village women came out of their cottages to see a sight so strange in England; and as the wagons rumbled past them, the men on the street stopped and took off their hats, as is the custom in England when a funeral passes by.

Some way beyond the village the procession left the main road and turned along a track that led past some ploughed fields, up hill, to a little cleft or valley in the slope of the down; and here, some way below a small iron building, the procession stopped.

This was the burning ghat of the Indian troops. At the foot of the hill, the mourners

clambered out of the wagons, and with much chattering, lifted the body down from the hearse. Then the procession began to climb the hill on foot, the mourners chanting, as they went, the funeral verses from the Veda. On reaching the ghat, some one unlocked the gate, and the company entered the little enclosure.

Inside were three platforms of cement. One of these they carefully swept and sprinkled with water to purify it for the funeral rite. Then they heaped on it blocks of wood for fuel. Meantime the dead body lay outside on the grassy hillside, under its brightly-coloured pall and its white blossoms. The mourners now gathered round it—it was sprinkled with clean water, the face was again laid bare, and a little honey and ghi, and tiny bits of the eight metals and other objects were passed between the lips. Then the mourners gathered round in a semi-circle and squatting on their haunches with hands folded and eyes downcast began to chant the funeral dirge.

At last came the time of burning and the ceremony of *havan* which accompanies it. The preparation for this had taken some time : for four kinds of things—scent, food, sweetmeats, and medicines—had all to be got ready. Some of the company had been melting ghi, some preparing the raisins,

the almonds, and other food. When all was ready the body was laid on the pyre and over and round it were heaped more and more blocks of wood and much straw. Then crystals of camphor were lighted in a spoon at the end of a long pole, and when they were well on fire and flaming, were poured on the centre of the pyre. When this had caught fire a torch of camphor and straw was kindled at the flame, and the four corners of the pyre were set alight. Melted ghi was poured here and there and soon the whole pyre was ablaze. While it blazed the mourners kept tossing on it little pinches of ghi mixed with grains and fruits and spices. It kept alight some time, and next day when the friends of the dead went back they found nothing but a few fragments of his larger bones and some ashes. Some of these they took back to the hospital and put them into a little wooden coffer bearing the dead man's name. And in time the coffer was sent to his family in India , and from the Sussex downs his ashes returned home to be sprinkled on the breast of some Indian stream.

Such was the funeral of Radha Kishen who died in the service of his country, though not on the field of battle, yet doing other duties perhaps less glorious but not less useful. Many others of his countrymen have like-

wise given their lives to what they thought right, and, in so doing, have strengthened the ties that bind India and England together.

EXERCISES

CHAPTER I

1 Learn the following sentences Notice how the words in italics are used —

(*a*) This name he *hands on* to his children

(*b*) Food *makes for* warmth in the body

(*c*) *As a rule*, they start with breakfast

(*d*) *All members of my family* live in Lahore

2 Put prepositions in the blank spaces —

(*a*) This book treats   illnesses and their cures

(*b*) I should like to exchange my horse   yours.

(*c*) I should like to exchange horses . you

(*d*) His father chose the book . him

(*e*) I spoke   him sharply

(*f*) The sun rises . the morning and sets . the evening

3 Contrast the vernacular for .—

(*a*) Relatives and friends call each other by their Christian names

(*b*) She marries him.

(*c*) He marries her.

4 Explain the difference in meaning between — Friends, acquaintances and correspondents

5. What are porridge, pudding and soup ? Use these words in sentences

6. Describe the meals you have at home or in your boarding house

CHAPTER II

1. Learn the following sentences Notice how the words in italics are used —
   (a) Christmas *falls on* December 25th
   (b) They give *one another* presents
   (c) The children have been *saving up* their pennies.
   (d) The bells are ringing in some church *near by*
   (e) Try *to make out* what all the presents are
   (f) Father Christmas comes into the room at *dead of night*
2. Form sentences using the expressions —
   Commemorate, suitable, in order to, can you make out, armfuls, it is usual, make merry, adds to.
3. Learn by heart —
   (a) A tree *which* is covered with leaves *all* the year round is *called* an *evergreen*.
   (b) This gives a bright and cheerful appearance to the sense, and adds to the *feeling* of festivity

   Parse the words in italics and compare the adjectives and their opposites
4. What is the English climate like at Christmas time?
   Bring the following words into your answer —
   Severe, freeze, frost, snow, ice
5. Give an account of the chief festival of your religion

CHAPTER III

1. Practise the uses of prepositions in —
   Full *of*, burst *out into* bud, divided *by* *from*, climb *over* a stile, climb *up* a hill, separated by *from*, interfere *with*.
2. Use in sentences —
   In consequence, retain, situated, *fallow*, *in earnest*.
3. Give the vernacular equivalents for words in italics in 1 and 2. What parts of speech are they ?
4. What parts of speech are the following —
   Variety, varied, various, charm, charming, charmingly, background
5. (a) Describe the country surrounding your home
   (b) What is a hedge ? What is its use ?

CHAPTER IV.

1. Study the following groups of words —
   (a) *All the same.*
   (b) *More often than not*
   (c) To own *in common*
   (d) *An* inn or *two*
   (e) *Much as* in an Indian dak-bungalow
   (f) *As* 'The Lamb' or 'White Horse'
   (g) Much larger *than appears* in this picture
2. Put prepositions in the blank spaces —
   (a) The garden was surrounded   a fence
   (b) I provided him   a day's food
   (c) The priest looks   the poor
3. Revise words and expressions connected with storms, thunder and lightning.
4. Put into the passive—
   (a) He paints the sign-boards brightly.
   (b) Ducks hunt for frogs and insects in the water
   (c) He looks after the poor people of the place
5. Describe a motor-car, if you have ever seen one
6. How do ducks spend their day, and what do they eat ?
7. Give the vernacular for, and use in sentences all the same, such, sometimes
8. Give a list of common occupations by which men earn a living.
9. Form other parts of speech from . attract, notice, intense, probable, separate.
10. Analyse —
    (a) All children in England are compelled by law to attend school
    (b) In the holidays the village children help the farmers with the field-work
11. Describe the house you live in, and how it is built, compare it with what you know of an English cottage. Bring in the words storey, two-storeyed, plaster, bricks, mud, slate, bake.

CHAPTER V.

1. Study the following groups of words —
   - (a) *It must strike* you that
   - (b) It is difficult *to get any idea*
   - (c) *High and dry*
   - (d) *At the risk of breaking* his neck
   - (e) *Out of his depth*
   - (f) *To serve as* a warning
2. Use in suitable sentences —

   Consider how; acquainted with, warned of, serve as, accustomed to, night after night.
3. Describe the structure and use of a lighthouse, using the words—Coast, jut out, run the risk, safeguard, unseen foggy, visible, warning, spray
4. Learn the first sentences of the lesson by heart
5. Put into the active voice —
   - (a) They are much prized by children for their pretty shapes
   - (b) The boy was caught by the retreating tide
   - (c) He was washed away out of his depth by the waves
6. Describe an imaginary landslip, and tell of the damage it did

CHAPTER VI

1. Study the following groups of words —
   - (a) Of *but little use* for cultivation
   - (b) *Many a boat* has *come to grief*
   - (c) *Take a pride in*
   - (d) Play *to their hearts' content*
   - (e) *He lends a hand*
   - (f) *Between whiles*
   - (g) *A little of everything*
   - (h) *To look after* the shaggy pony
   - (i) *Plenty of* work *to be done.*
   - (j) *The sooner .the sooner*

2. Contrast the vernacular in —
   (a) Hard work to make both ends meet.
   (b) But little to show for their pains.
3 Revise uses of —
   (a) So as
   (b) So . .. that
   (c) Very fond of
   (d) Have to be.
4. Learn by heart —
   (a) Sometimes their luck is good and they return with a laden boat and sometimes they have but little to show for their pains
   (b) The garden looks neat and cared for and is filled with vegetables and flowers.
5 Describe your brother or sister (a) in appearance, (b) in character
6. Translate the passage in italics in Chapter VI and practise the passive infinitive with 'have' (have to be cooked, etc), contrasting the vernacular with the English usages
7 Learn the poem by heart
8 How do you help with the work of your home in out of-school hours ?
9 Put into the active voice —
   The children have to be looked after, and the dinner cooked, and the clothes washed and mended, and the bread baked by the women
10 Analyse —
   Next in age to Dick is Mary, the eldest girl

CHAPTER VII

1 Study the following groups of words —
   (a) *Some* outdoor game *or other* (Vernacular equivalent)
   (b) Men and children *alike*
   (c) A smaller ground will *do*
   (d) Very light *for its size.*
   (e) Twenty-two *in all*

(*f*) A goalkeeper is sometimes called 'goal' *for short*.
(*g*) He does not *keep* to the exact spot.
(*h*) Know *pretty well*
(*i*) To *pick up the rules*.

2 Use in sentences —

More or less, half as wide, twice as long, at a guess; beforehand, score a goal, in front of, succeed in, it is usual, I dare say, besides

3 Parse the words in italics in Chapter VII.

4. What do you mean by —

Losing the toss, kicking off, scoring a goal?

5 Take any coin and describe the design on both sides of it

6. Turn into interrogative sentences, that is, sentences which ask a question —

(*a*) He would get no exercise
(*b*) He keeps to his part of the field

7. Learn by heart —

(*a*) I picked up Urdu, by living in India and hearing it spoken
(*b*) We tossed for sides and I won

8 What is an umpire, a linesman, a goalkeeper, centre forward, a back?

9. What is the object of the two teams in a game of football? Explain why each player has a special place on the field

10 Write an account of any football game you have ever seen or played in

CHAPTER VIII

1 Study the following groups of words —

(*a*) *At the rate of* so many miles an hour
(*b*) Difficult *to make* any *way* at all.
(*c*) *To say nothing of* cooks, etc

2 Contrast the vernacular equivalents for —

(*a*) Living, *as they do*, on an island, the sea protects them
(*b*) If only I could drink a cup of water, I should not die of thirst.
(*c*) If I only drink a cup of water, I feel hungry.

3 Notice the English use of 'however' in .—

However hot it is outside, this room is always cool.

4. Give synonyms for —

Employ, hardy, sufficient.

What parts of speech are they ?

5 Explain the difference between a sailing vessel and steamship

(a) in appearance

(b) in working.

(c) in usefulness.

CHAPTER IX

1. Put the italicised words in sentences of your own :—

(a) He was obliged *to give in.*

(b) To *make the most of*

(c) *To his heart's content*

(d) A quarter of an hour *or so*

(e) Jack *read out as follows*

(f) There were trains to *look up*

(g) They talked of *how jolly* it would be

(h) Their father *saw them off* in the train

(i) The train *drew into the station*

(j) We must *look sharp*

(k) They *shook hands* with her

(l) Did *full justice* to

(m) He *did his best*

(n) Try *as he would*

(o) *Take your time*

(p) They were soon quite *at home*

2 Use in sentences —

News, invited ; spend, enclosed dull, short-handed, need, start

3. Translate into the vernacular the passages in italics in this chapter

4. Write a letter from Jack to his mother, telling of the journey and safe arrival
5. Look well at the picture and describe anything in it not mentioned in the story
6. Revise words denoting relationship, in masculine and feminine
7. Give an account of the last harvest in your village Did you help ? If so, say how

CHAPTER X

1. Study the following groups of words —
   - (a) *From* twelve *to* twenty
   - (b) In the *very* heart of the city
   - (c) We go *but* slowly
   - (d) *Half way* over
   - (e) We come *to a standstill*
   - (f) Only a *stone's throw*
   - (g) Let us see *for ourselves*
   - (h) Here we are again *in no time*
   - (i) In *store for you*
2. Use in sentences —

   Spare (verb), spare (adj), sparingly , strict (adj) strictly, empty (verb), empty (adj), crowd (noun) crowd (verb), crowded convey, conveyance , choose, choice , direct, direction, directly
3. Learn by heart and translate the passages in italics in Chapter X

   Practise the use of —

   No one but , in charge of , to keep order kept as , very well off , the train is off , to waste time
4. Analyse —
   - (a) An omnibus is a public conveyance with covered sides and a roof
   - (b) We pay our fares to the conductor and receive a ticket in exchange , the driver starts the engine and we move off
5. Write six questions about London suggested by this lesson

6 Write two sentences expressing surprise at what you have been told about London

7 Describe a scene in any city known to you

8. Describe your village with the help of a plan Give a full description of the main street, dealing with the road, its width and condition, the houses, their size, height and appearance, yards, the animals you see in them, trees, turnings and shops

CHAPTER XI

1 Study the following groups of words —

(a) *To come across* people

(b) He *comes to know* what you say

(c) It begins *to dawn upon him*

(d) *To make up for*

(e) By *making the best of* those which he does.

2 Use in sentences —

However ... imitate, facing, so far as, partly ... partly, connect with, for instance, any ... whatever, to long for

3 Learn by heart some of the passages in italics in Chapter XI, and translate into the vernacular

Give the third person singular of the past tense of all the verbs in these passages

4 Find the sentences in this chapter which have expressions of the same meaning as —

(a) 'To express all one's ideas in words'

(b) 'Lulled us to sleep by her singing'

(c) 'To make unfamiliar sounds'

(d) 'Very much as you and I do.'

5 Name some occupations which you think suitable for deaf and dumb people, and give your reasons

CHAPTER XII

1 Study the following groups of words —

(a) It *turns* black

(b) *As a matter of fact.*

2 Revise uses of —
Whether .. or, used for, according to, at any rate, employed; even if, some others, the use of 'let' with an infinitive (without letting it burn).

3. Translate and learn by heart the passage in italics
Practice use of such as, at will, or (used for otherwise)

4 Analyse —
(a) In cold countries people spend the greater part of the day inside their houses
(b) In England wood is not easily obtainable by poor folk

5 Describe the various kinds of fuel used in your village, and how they are made or obtained

CHAPTER XIII

1 Study the following groups of words
(a) All ready *to hand*
(b) *You are bound* to have seen it
(c) *In order to*
(d) *Some or other*
(e) *Such and such* a mine

2. Give synonyms for, gigantic, minute, recede, induce
Give antonyms for smoulder, gradually, future, near at hand

3 Use in suitable sentences —
Covered with, conclude from that the cause of, particularly, prop up, lack of, escape

4. Learn by heart the passage in italics in Chapter XIII, and translate it into the vernacular

5 Put into the passive voice —
Formerly coal miners used candles
Now miners use a lamp
Each man wears one of these lamps in his cap.

6. Put into the interrogative —
Coal dust catches fire easily
Brave fellows go down into the mine
Coal gives off dirty smoke.

7 Write an account of a rescue party which went to look for buried miners after an explosion in a mine, using the words shaft, cage, conclude, passage, blocked up shouts, faint, replies, set to work, pick, rubbish, at length, succeeded, opening, crushed, precautions, safety lamp, rescue, surface, starvation, thirst, recover

CHAPTER XIV

1 Study these groups of words —

(a) Show you *round* during your stay

(b) *Talk it over* with your father

(c) I am sorry to *give* you such short *notice*

(d) *See his way to* agreeing

(e) Not *room to turn round*

2. Give vernacular equivalents for —

(a) Please remember me to your father

(b) Needless to say Ahmad was delighted

3. Learn by heart and translate into the vernacular the passage in italics in Chapter XIV.

Practise the uses of In an hour and a half's time , it promises to be , get a bath

4 Use in sentences In a few days' time , accustom oneself to , see about , due to , distinguish from , take care to

5 Write Ahmad's answer to Mr Newton's invitation

CHAPTER XV

1. Learn the following sentences Notice how the words in italics are used —

(a) They *looked most inviting*

(b) This opinion was *by no means* shared.

(c) Everyone *cheered up*

(d) He then understood *what* the boats *were for.* (Vernacular equivalent)

2. Learn by heart and translate the passage in italics in Chapter XV

Practise the uses of To give an alarm , from time to time , to go through.

3 Give synonyms for the words italicized in the following passage.—

This *necessitated getting up* very early, however, for soon after *daybreak* every morning the crew *arrived* with *pails* of water and a hose-pipe and *began* to *scour* and *swill* the decks from *one end to the other*

4. Write a letter from Ahmad to his younger brother describing the ship and life on board

CHAPTER XVI.

1 Learn the following sentences and groups of words Pay special attention to the way the words in italics are used —

(a) There was *just* time to hire a boat

(b) *Some little way* from the landing stage

(c) To tie up while they *crossed*

(d) *Apart* from the main street.

(e) *Only too glad to leave* the ship.

(f) They were *glad of* the warmth of their cabins

2 Learn by heart and translate into the vernacular the passages in italics

Practise To get the better of, to look forward to

3 Describe the various compartments in an Indian train.

CHAPTER XVII

1 Learn the following sentences Notice how the words in italics are used —

(a) What do the people *do for* shade in the winter ?

(b) It is very lucky that the leaves *do* fall off

(c) It gets only a very short *start* of the spring sown grain

(d) Ahmad's *attention was caught* by something he saw outside

2 Use in sentences scarcely, so much so that, already, famous for, separated from, join to, instead of

3 Translate and compare the vernacular for —

(a) The pretty gardens had been *replaced by* tiny back yards.

(b) That is the *nearest approach* to country they ever see.

(c) *A good deal* is done now a days to help these poor children

4 Put into the active voice —

(a) The town was soon left behind and they came to cultivated fields

(b) The fields were separated from one another by hedges

(c) Heavy vans were being drawn by powerful cart horses

5 Imagine that you arrive at an Indian railway station ten minutes before your train is due Describe the scene beginning 'On my arrival at the station ' and ending, 'The train puffed out of the station '

CHAPTER XVIII

1 Learn the following sentences and groups of words Notice the use of the words in italics —

(a) Their *teeth chatter*

(b) They *fit* on long pieces of wood

(c) *To roam at large*

(d) So hardly that they can *stand* the severe winter

2 Use in suitable sentences —

Throw off, put on, convert into, even so, all the year round, practically nothing

3 These dogs can work in the lowest temperatures on practically nothing to eat. (Analyse this sentence)

Give vernacular equivalent for 'practically nothing.'

4 Conjugate in the present tense —

I doubt it

5 Write a story of a frosty morning and how the country looked, using the words Temperature, degree, frost, thaw, frozen, shiver, chatter

6 Would you prefer to live in a cold country or a hot one, and why ?

CHAPTER XIX

1. Learn the following groups of words and sentences, paying particular attention to the words in italics —

    (a) *As a matter of course.*

    (b) Their roundness *tends to hide* their muscles

    (c) The delight in *playing tricks* on each other

    (d) *It is no use* being vexed

    (e) Perhaps *once in a while*

    (f) *It is no good pretending*

2. Place a suitable preposition in front of each of the following words.—

    Consist, share, take care, delight, vexed, fill, full

3. Put the following groups of words into sentences —

    (a) Easy *to learn*

    (b) It is no good *pretending*

4. Learn by heart sentences in italics in Chapter XIX

5. Describe the character of an Eskimo and compare it with that of a Punjab Zamindar.

6. How tall are you? What should you think is the average height of (a) the men, and (b) the women in your village?

CHAPTER XX.

1. Study the following groups of words and sentences Notice the use of the words in italics —

    (a) In *whatever* direction you may look

    (b) *Crowned with success*

    (c) They were *crushed to pieces*

    (d) *As safe a* spot as possible

    (e) They lay *as if* on shelves

    (f) Due north

    (g) *With might and main*

    (h) *So many* men *to each* sledge

    (i) **Teams of six dogs *each*.**

(j) Could *bid defiance* to wind and weather.

(k) I *had* another of the dogs *killed*

(l) *Weather permitting*

(m) I *turned in* for a few hours

2 Use in sentences —

Under such conditions, one and all, in hopes of

Practice this use of the passive infinitive

3 Learn by heart—

Then when he thought there was *nothing more to be gained* by further delay he made ready for his great venture

Notice the use of the Passive infinitive.

4. Put into direct speech :

(He asked the Eskimos) whether they would accompany him on his journey to the North Pole (telling them that) if they were faithful and brave they would receive many presents on their return

5 Form nouns from intend, complete, celebrate, brief, encourage, and adjectives from disaster, autumn, winter, geography, energy

6 Translate into the vernacular the passage in italics

7. Say what difference it would make to your daily life if there were no sun

CHAPTER XXI

1 Study the following sentences, paying attention to the words in italics —

(a) He would not *stand in his way*

(b) They had no *taste for food.*

(c) Working *their utmost*

(d) *Full to overflowing*

2. Use in sentences —

Start (noun), to start (for, to, out), owned by, my own, owner of, a pinch of, to pinch, on reaching; sprinkle with, a sprinkling of, to get ready, to catch fire.

3. Put in the past tense
   I know that you will always try to do your bst.
4 Learn by heart and translate into the vernacular the passages in italics in Chapter XXI
   Practice in sentences *now and then*, *on the whole*; *besides*, *such*, *though* *yet*, *perhaps*
5. What do you understand by —
   A photograph, cement, camphor, ambulance ?
6 Would you rather be a doctor than a soldier ? Give reasons for your answer
7. Describe the rite of a funeral in India (Mohammadan, Hindu or Sikh)

CHAPTER I.

—— o ——

ENGLISH CUSTOMS—NAMES.

1.—NOTES AND EXPLANATIONS.

Page 1. **Customs**—manners, practices, usages, *rivaj*. **Most of the books**—the majority of books, a large number of books. **It**—stands for 'language'. **Want**—wish. **Some day**—when you grow up. **As well as**—also. **Specially**—particularly. **Pupils**—students. **Topics**—subjects. **You read about**—about which you read. **Treat of**—describe, deal with. **Habits and Customs**—*Habit* is the tendency to do easily a certain action which we often perform. *Custom* is external frequent repetition of the same act. The *custom* of giving produces a *habit* of liberality. We say *custom* of Sati, *habit* of telling lies, *habit* of bathing daily. **People**—nation. **English speaking people**—nation speaking the English language, such as the English, the Americans, the Australians, the Canadians. **Chapters**—main divisions of a book. **Strange**—unfamiliar. **Beforehand**—in anticipation. **Introduce**—bring in. **Commonest**—most ordinary, in daily use. **In use**—which are used. **Member of a family** — person belonging to a family. 'Member' literally means 'organ' or 'part'. **Surname**—the family name, the name common

to all members of a family. (Literally, the word means an additional or descriptive name). **Christian name**—name given at baptism.

Page 2. People outside the family—people not belonging to the family, people other than the members of that family. **Receives**—inherits **Hands on**—gives, transmits, passes on. **Takes**—adopts. **Grows up**—becomes adult. **Too**—also. **Exchange**—change for **Common to the family**—belonging to all members of the family (What is the village '*common*'?—land for pasture belonging to the whole village). **Set**—group, number. **Choose**—select. **Near**—intimate, close. **Meals**—occasions of taking food. It also means 'food' so taken. **Rather**—somewhat.

Page 3. More often—oftener. **Warmer**—hotter. **Makes for**—produces, results in, conduces to. ('To make for' also means to proceed towards. **Resist**—oppose, fight. **Outside**—in the atmosphere, out of the body. **As a rule**—generally. **Start**—begin. **Breakfast**—the morning meal, *chota hazri*. **Porridge**—*dalya*; (soft food made by stirring oat meal or wheat-flour in boiling water or milk). **Bacon**—pig's flesh **Lunch**—afternoon meal. **Pudding**—mixture of meat and vegetables enclosed in flour etc. **Lighter**—more easily digestible. **Meal**—food. **Cake**—small flat loaf of bread, usually with spices, eggs etc. **Upper classes**—the rich people. **Main**—principal, chief. **Dishes**—different kinds of food. (A dish is a flat-bottomed vessel for

holding food). **Soup**—*Shorba* of meat or vegetables. **Afford to have**—have not sufficient means to provide, are not rich enough to have. **So much variety**—so many different kinds of (food).

2.—ANALYSIS OF THE CHAPTER.

1. The use of a knowledge of English life and customs for an Indian student.

2. **Names**—surname, common to all members of the family, Christian name, given to children by parents. A wife takes the name of the husband's family. How children address parents, how parents address children, how brothers, sisters, husbands and wives call each other.

3. **Meals**—breakfast, lunch, evening tea, and dinner. Of what does each consist?

3.—SUMMARY.

Names.—A knowledge of English life and customs is necessary for Indian boys in order to enable them to understand the English language well. Every Englishman has a name which consists of two parts, the family name, and the Christian name. The surname or the family name is the same for all the members of a family. It is the name by which the father is known. He passes it on to his children. His wife, also, takes it when she marries him. For instance, Mr. Brown

and his wife Mrs. Brown have the same family name, Brown. Their daughter is called Miss Brown until she marries, when she will take the surname of her husband. Their son will be called Mr. Brown.

The Christian name is chosen by the parents. It is different for girls and boys. For instance, the father is called John Brown, his son may be called Tom Brown, his daughter Alice Brown, and his wife Mary Brown. Brothers, sisters, relatives and near friends call each other by Christian names, others use their surname. Husband and wife use Christian names, when speaking to each other and to their children. Children call their parents 'Father' and 'Mother'.

Meals.—England is a cold country. People of cold countries eat more often than those of warm countries, because they require more warmth in the body to resist the cold. In India, we have only two meals, in England they have at least four. They begin with breakfast at eight or nine with tea, porridge, and eggs. At one o'clock, they have lunch which consists of meat, vegetables and pudding. Then comes the afternoon tea at five or so, which is drunk with bread, butter and cakes At night, they have the dinner which is the main meal. Rich people have a number of dishes one after the dinner—soup, fish, meat, vegetables, fruits or nuts, and wine. Poorer people have fewer dishes. Potatoes are much used by the English.

4. MODEL QUESTIONS.

I. What do you know about English names?

Answer.—See Summary.

II. What do you know about English meals?

Answer—See Summary.

III. What is a surname?

A surname literally means an additional or descriptive name. It is the name which a boy or girl gets from his or her father. It is the family name. Each boy or girl is known by a name which consists of this name and his or her particular Christian name which the parents choose for their children. Tom Brown is the name of a boy. 'Brown' is the family name or surname, and Tom is his Christian name.

IV. What is meant by Mrs. Brown and Miss Brown? What is the plural of Miss?

Ans. Mrs Brown is the wife of Mr. Brown, and Miss Brown is the name of the daughter of Mr. and Mrs. Brown. 'Misses' is the plural form of 'Miss'.

V. Compare the English and Indian names expressing the following relations, and say how the people bearing these relations address each other:—

(1) Husband and wife.

(2) Brothers and sisters. .

(3) Father and mother.

Ans. In England, the husband and wife are both known by the family name besides their Christian names, as Mr. Brown and Mrs. Brown. In India, they have different names, and there is no common family name. They call each other by their Christian names in England. In India, they address each other as the father or mother of such and such. They do not call each other by names

In India, brothers and sisters have different names, and have no family name. In England, they have their Christian names added to the family name. The male and female names are different in both countries, though in England, the family name is common both for boys and girls. As in England, brothers and sisters call each other by names in India, but sometimes, out of respect, they call each other as 'brother', 'sister'

(3) The way of addressing parents is the same in England as in India Children call their parents 'father' and 'mother', and not by their names.

VI. Why is it necessary for us to know English names and English customs?

Ans. Because unless we are familiar with English names, and English habits and customs, we cannot know the English language well, and cannot understand the books written by English authors, which we have to read when we grow up.

VI. Practise usage in:—

1. *As a rule*, the English start with breakfast at eight in the morning—(generally).

2. Food *makes for* warmth in the body —(produces).

3. The head of the family ***hands on*** to his children the family name which he receives from his father—(passes on).

4 This book *treats of* such topics—(deals with, describes).

5. This book which has been written for boys *as well as* for girls is very interesting—(also)

6. Poor people *cannot afford to **have*** many dishes for dinner—(have not the means to provide).

VII. Distinguish between custom and habit.

Ans. See Notes.

VIII. Use 'beforehand' and 'surname' in sentences.

(*a*) *Ans.* I will remove all your difficulties beforehand—(in anticipation, before the difficulties occur.)

(*b*) In 'Tom Brown', which is the Christian name, and which, the surname?

5. ANSWERS TO EXERCISES GIVEN IN THE BOOK.

1. Learn these sentences by heart.

2 (*a*) of. (*b*) for. (*c*) with. (*d*) for. (*e*) to. (*f*) in, in.

3. (*a*) In the vernacular, we shall say—*Rishtedar aur dost ek dusre ko namon se pukarte hain*, which, if literally translated in English, would be—'Relatives and friends call to each other by names', which would be wrong.

(*b*) and (*c*) *Woh us ke sath shadi karti hai, woh us ke sath shadi karta hai*, if literally translated, would be 'She marries with him' and 'he marries with her', but that would be wrong English Besides, in the vernacular, the form of the verb changes according to the gender of the subject.

4. **Friends** — persons who love and are familiar with each other **Acquaintances**—persons known to one another, but among whom there is no love or familiarity. **Correspondents**—those who write to one another. They may be friends, acquaintances, or mere strangers.

5. **Porridge** —soft food made by stirring oat-meal or wheat-flour in boiling milk or water, *dalya*. **Pudding—is** mixture of meat **and** vegetables enclosed in flour etc. **Soup**—is a liquid food made by boiling flesh, fish or vegetables in **water**. It is more or less seasoned.

6. **Meals at Home**—we have three meals **at** home. In the morning, we have **tea,** or butter-milk and curds with bread, or

only milk At twelve, we have the dinner which consists of *dal*, vegetables, curds and chapatis, and, occasionally, sweet rice or pudding. The second meal comes off at night at about eight. It, also, consists of *dal*, vegetables and chapatis. There is not much variety except in the kinds of vegetables and pulses.

Meals in the Boarding House.—We have two meals in the boarding house. For breakfast, we have to shift for ourselves. I usually take milk, and occasionally *Puris* The first meal comes off between twelve and one in summer, and between nine and ten in winter, and the second, at eight or nine at night. Both meals consist of one vegetable, one *dal*, and chapatis Every other day, we have an additional dish, which is usually pudding or *pulao*.

CHAPTER II.

2.—CHRISTMAS DAY.

1.—NOTES AND EXPLANATIONS.

Page 4. **Christmas**—Christ+mas, festival of Christ's birth, 25th December **Falls**—occurs. (What are the other meanings of 'fall'?) **Chief**—principal, great **Holiday**—(holy day) day of cessation of work, or of recreation **Festival**—a merry-making day, a feast-day, a day of gaiety and joy **Commemorates**—celebrates, preserves the memory of **Presents** — gifts. **Suitable** — proper, fit **Gaily** — beautifully **Decorated** adorned, beautified. **Lit**—illuminated **In order to** so as to. **Attract**—draw (the attention of) **For months** — for several months **Excitement** — zeal. **Eve**—evening **Christmas Eve** - the evening of 24th December, of the day before Christmas day. **Go to bed** — go to sleep. **The little ones** —the children. **At the foot**— at the lower end **Playthings**—toys. **Discovers**—finds. **There** —that is, in the sock. **Wakes**— rises from bed

Page 5. Imagine — think. **Pleasant** — happy **Pleasant excitement**—rousing of joyful feelings. **Awakened** - roused from sleep. **Nearby**—close by **Make out**—find out.

Explanation.—What a pleasant excitement ——are—what joyful feelings are roused in

the mind of the child when he or she is awakened by the ringing of church bells on Christmas day, and tries to find out the gifts in the sock.

Father Christmas—is an imaginary being. He is known also as Santa Claus, personage who fills children's stockings with Christmas presents at night **Pictures**—imagines. **Reverend**—deserving reverence, commanding respect. **Flowing** —long, hanging **Kindly**—loving. **At dead of night** at midnight. **Armful**—as much as can be carried in the arms. **Breakfast table**—table at which breakfast (the morning meal) is taken. **Thanksgiving** — offering thanks to God **Mid-day** — noon **Fine**—nice. **Turkey** —a large bird like pheasant. **Plum** — *alucha*. **Indoor** – inside the house (as opposed to outdoor) **Make merry** — please themselves, amuse themselves **Comes**—falls. **Frosty**—attended with frost (frozen dew).

Page 6. **Real** — true. **Common**—commonly found **Shrub**—plant **Prickly**—pointed (like thorns) **Pretty**—beautiful. **Berries**—round juicy fruits without stones. **Tear down**—break off **Evergreens**—shrubs or plants which remain green throughout the year. **Bunches**—clusters of leaves or flowers fastened together. **Festoons**—chains of flowers or leaves hung up in curves **Fire-places**—hearths. **Bright**—joyful, shining **Cheerful** — happy. **Appearance** — look. **Scene** – the view, the whole place. **Adds to**—enhances, increases. **Festivity**—gaiety, joyousness.

Explanation. This all gives—festivity— These decorations make the place look bright and gay, and enhance the joy of the occasion.

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2 – ANALYSIS.

1. Christmas Day — Christmas Eve — festival held in honour of the birth of Christ.

2 Custom of making presents—shops.

3. Children put up stockings on Christmas Eve—Father Christmas puts sweetmeats and toys into them.

4. Christmas Day—Worship in church—dinner—merry-making.

5. Decoration of houses with holly and other evergreens.

6. Christmas weather—severely cold and frosty.

3.—SUMMARY.

How Christmas is celebrated in England.

Christmas is the chief Christian festival which is celebrated in honour of the birth of Jesus Christ It falls on 25th December. The evening of the 24th is called Christmas Eve. People give one another presents on this day. Shops are gaily decorated, and are stocked with suitable gifts for young and old. Children buy presents for their parents, brothers and sisters out of the money which they have been

saving for the occasion. On Christmas Eve, they hang up a stocking at the foot of the bed, and parents put sweetmeats and toys into it at night, so that on waking up on Christmas morning, they are delighted to find such presents for them. They regard these as gifts from Father Christmas whom they regard with great reverence, because he is so kind to children. He is represented as an old man with a long beard and a kindly face.

During Christmas morning, people go to church for prayers, and a big dinner is held in each family at midday or in the evening, when they eat many good things. Indoor games, singing and dancing, and other forms of amusement are freely indulged in.

Houses are decorated at Christmas time. Branches of holly and other evergreen plants are hung up in festoons over doors, and on the walls. The whole scene is bright and cheerful.

4.—MODEL QUESTIONS.

I. How is Christmas celebrated in England?

Ans. See Summary.

II. Use the following phrases in sentences, giving their meaning:—

1. *In order to*—Shops are gaily decorated *in order to* attract buyers—(so as to).

2. *For months*—The children have been saving pennies *for months*—(for several months).

3. *At dead of night*--The thieves entered the house *at dead of night*—(midnight).

4. *To make out*—He was trying to *make out* the extent of his losses—(ascertain, find out).

5. *To tear down*—Children *tear down* the branches of trees – (break off).

III. Describe the Christmas weather.

Ans Christmas comes in the middle of winter. The days at that time in England are shorter, darker, and colder than they are in the Punjab The days are cold and frosty, and sometimes snow falls The cold is very severe, the earth is frozen hard by the frost, and snow also sometimes covers the ground.

4.—ANSWERS TO EXERCISES GIVEN IN THE BOOK.

1 Learn these sentences by heart

2. (1) Christmas *commemorates* the birth of Christ.

(2) Make a *suitable* present to your brother on this occasion.

(3) Shops are decorated *in order to* attract buyers.

(4) Can you *make out* the meaning of this sentence ?—(find out).

Can you *make out* the total of these sums ?—(calculate)

(5) The man came with an *armful* of faggots.

(6) *It is usual* to make presents to one's brothers and sisters at Christmas.

(7) People *make merry* on the Id day —(enjoy themselves)

(8) Such decorations *add to the* feeling of festivity.

3. Learn these sentences by heart.

(*b*) **Which**—Relative Pronoun, agreeing in number and person with its antecedent 'tree.'

All—Adjective, qualifying the noun 'year'.

Is called—Verb, factitive, passive voice, indicative mood, present tense, agreeing with its subject 'tree' in number and person.

Evergreen—Noun, common, singular, neuter gender, objective complement to 'is called'.

Feeling—Abstract noun, singular number neuter gender, objective case, governed by the preposition 'to'.

'All', 'bright' and 'cheerful' are adjectives in these sentences. 'All' cannot be compared. Its opposite is 'no'. The opposite of 'bright' is 'dark', and that of 'cheerful' is 'sad'.

Bright, brighter, brightest; dark, darker, darkest; cheerful, more cheerful, most cheerful; **sad,** sadder, saddest.

4. See answer to Model question III.

5. The Diwali—For a description of the Diwali, see the author's (The New Golden Treasury of Essays and Letters, fifth edition).

The Id.

A great religious festival of the Mohammedans From early morning, people seen in their gala dresses — congregational prayers in mosques — fraternal greetings — exchange of gifts, chiefly sweets—sumptuous feasts held—men, women, and children, all participate. Fair held in the evening, great excitement and hilarity—houses and public places decorated—great merry-making.

CHAPTER III.

THE ENGLISH COUNTRYSIDE.

1.—NOTES AND EXPLANATIONS.

Page 7. Countryside—a rural district. **Three countries**—the other two countries are Scotland and Ireland. **Size**—area. **You could fit it thirty times into India**—it can be contained in India thirty times. India is thirty times bigger than England. **In consequence**—as a result of (its being situated in the north) **Retains**-keeps back. **The sea retains . . land does**—land gives off heat sooner than the sea. It is a law of nature that bodies which take a long time to be heated remain hot for a long time, and those which are heated soon become cold very soon. **A varied country**—a country with different kinds of surface or geographical features. **Valleys** — low lands enclosed by hills **Agricultural**—which is cultivated. **Pasture**—land covered with grass for cattle to graze, grass-land. **No one rainy season**—not one single fixed season for the rain as there is in India. It rains there throughout the year. **At a time**—continuously. **Seldom**—rarely. **Season**—one of the divisions of the year with different temperature, rainfall etc. **Dry**—rainless. **For long**—for a long time. **Scarcely** — hardly. **Crops** – produce of cultivated land. **Turnip**—*shalgam*. **Roots**—underground plants, like radish, carrot, potatoes etc.

Page 8. Spring — the season of spring, *bahar*. **Woods**—a collection of trees. **Pretty**—beautiful. **Wild**—growing spontaneously, not cultivated by human hands. **Blossom**—bloom. **Charming**—attractive. **Varieties**-different kinds. **Autumn** — the season when leaves of trees fall and flowers fade. **Turn**—change into, become. **Die off**—wither. **In showers**—fall in quick succession. **Golden**—yellow. **Carpet**—thick fabric for covering floor. **Decay**—rot, wither away. **Bare**- naked. **Leafless**— without leaves. **Burst out into bud**—spring forth into buds, put forth buds. 'Bud' is a flower not fully opened, *Kali*. **Irregular**—not symmetrical, not of the same length and breadth throughout. **On the whole** —taken all together. **Flat**—even. **Steep**—perpendicular. **Fine**—beautiful. **Heavy**—bulky. **Bred**—reared up, trained. **For the purpose of farm work**—in order to work on the field. **Light**—of little weight, not heavy. **Riding horse** — horse used for riding. **Strange**—astonishing, wonderful.

Page 9. Fallow—uncultivated (land), *uftada*. **Soil**—surface of the earth. **Is frozen hard**—is covered with ice and becomes rigid and hard **Frost**—frozen dew or vapour **Sowing**—putting seeds into the ploughed field. **In earnest**—seriously. **By**—by the time of. **Reaping**—cutting, harvesting. **Pasture**—grass. **Graze**—feed on grass. Graze is the verb form of grass. **Divided** separated, marked off. **Hedges** — rows of bushes. **Banks** — raised ground, mounds. **Row**—line. **Prickly**—thorny. **Purpose**—object. **Prevent**

— check. **Straying** — wandering. **Spoil** — destroy, injure. **Stile** — a wooden barrier with steps. **Steps** — surface used for placing foot on in ascending or descending. **Leading up** — going up. **Foreground**—front part. (Its opposite is background). **Here and there**— at certain places. **Middle** —centre. **Lessen**— decrease. **Interfere with**—be an obstacle in the way of, obstruct.

Page 10. **Shelter** — protection. **Slope away uphill** — rise obliquely up the hill. **Steep**—precipitous.

Horizon—circle bounding the view, where earth and sky seem to meet. **Piece**—bit. **Enclosed**—bounded, shut in. **Or** —otherwise, if they were not. **Pass**—go. **Gaps** — openings. **Push a way** — make his way through, pass through by force. **Do so** — that is, pass through.

2.—ANALYSIS.

1. England compared with the Punjab as regards size and climate.

2. Rainfall in England.

3. Green grass and wild flowers make the scenery very charming.

4. Spring, autumn and winter in England.

5. English fields irregular, not flat—ploughing done by horses.

6. Ploughing in autumn, sowing in spring. In winter, lands lie fallow.

7. Pasture lands.

8. Fields separated by hedges—gates and stiles in hedges—uses of hedges.

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3. – SUMMARY.

England is colder than the Punjab. It is a varied country. It has hills and valleys, agricultural and pasture lands. Rain falls frequently, and there are good crops of wheat, barley, oats, potatoes and turnips

The grass is always green. The fields and woods are full of beautiful flowers in spring. In autumn, the leaves of the trees turn yellow, and fall away. In winter, the trees are bare English fields are irregular in shape and size, and are smaller than the fields in the Punjab. They are not always flat, but are sometimes very steep.

Ploughing is done by horses in autumn. In winter, the fields are covered with frost and snow. Sowing is done in spring, and the crops are harvested in September. Thus there is only one crop in England.

The fields are separated from one another by hedges or banks. There are gates or stiles in the hedges, by which a man can pass from one field to another. Hedges prevent animals

from wandering into the fields and spoiling the crops. Along the hedges, there are trees which give shelter to animals from sun and rain.

4.—MODEL QUESTIONS.

I. Describe the English countryside.

Ans. See Summary.

II. Compare England with the Punjab as regards (*a*) size, (*b*) climate, (*c*) natural scenery, (*d*) agriculture.

Ans. England is much smaller than the Punjab, but is much colder. There is no one rainy season as we have in the Punjab. Rain is very frequent, and falls throughout the year. The fields and woods are full of wild flowers, and are very charming. In the Punjab, however, the landscape is dreary, and wild flowers grow only on hill sides.

In England, there is only one crop; in the Punjab, we have two In the Punjab, sowing is done immediately after ploughing, while in England, it is done in autumn, and sowing is begun in spring.

Fields in the Punjab are larger. more regular, and more continuous than in England. In the Punjab, they are not separated by hedges as they are in England.

III. Explain:—

1. Rain falls ***for weeks at a time***—(continuously for several weeks).

2. England is much further north than India, and is *in consequence* much colder—(therefore, consequently).

3. Much of the land is kept *under pasture*—(under grass).

4. In spring, the trees *burst into buds*—(put forth new blossoms).

5. The fields lie *fallow* in winter—(uncultivated).

6. A hedge is *a close row of low bushes*—(a line of small bushes very near each other).

IV. Us in sentences:—

1 *In earnest*—Sowing is begun *in earnest* in spring—(in all seriousness).

2. *Here and there*—*Here and there* we see tall trees—(at certain places).

3. *To push one's way through*—The farmer *pushed his way through* the hedge—(made his way by force).

4 As the weather becomes colder, the leaves fall *in showers* to the ground—(in large numbers, one after the other)

V. What is a hedge, and a stile? What are they useful for?

Answer. A hedge is a row of bushes which separates one field from the other. It prevents the cattle from straying into the fields of crops.

A stile is a wooden barrier with one or more steps. A man can easily climb over a stile and go from one field to the other, but animals cannot do so

VI. Why are fields allowed to remain fallow in winter?

Ans Because they cannot be brought under cultivation. The surface of the earth becomes hard on account of frost and is also covered with snow.

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5. -ANSWERS TO EXERCISES IN THE BOOK.

1. (1) The fields and woods are ***full of*** wild flowers.

   (2) In spring, trees ***burst out into bud***—(put forth new blossoms).

   (3) Fields are ***divided from*** one another ***by*** hedges.

   (4) A man can easily ***climb over*** a stile and go down on the other side.

   (5) It is difficult to climb ***up*** a hill—(ascend).

(6) India is separated *by* mountains *from* the rest of Asia.

(7) Don't interfere *with* my work—(interrupt).

2. (*a*) He was ill, and *in consequence* could not attend office—(as a result of it).

(*b*) Though seventy, he still *retains* the vigour of youth—(keeps).

(*c*) Where *is* Calcutta *situated*?—(lies)

(*d*) Fields are left *fallow* in winter—(uncultivated).

(*e*) Work *in earnest* if you wish to succeed—(earnestly, seriously).

3. (*a*) Of—*se*, out into—*men*, by and from—*se*, over and up—*upar*, with—*men*, fallow—*khali*, *jis men zarait na ki jai*, in earnest—*pure zor se*.

(*b*) *Of, into, by, from, over, up, with* are all prepositions. *Out* is an adverb, *fallow* is used both as a noun and an adjective, and *in earnest* is an adverbial phrase.

4. Variety—noun. Varied—past participle adjective and verb. Various—adjective. Charm—noun. Charming—present participle adjective Charmingly—adverb. Background—noun

5. (*a*) My home is in a village in the Punjab. The houses there are all made of mud. There are fields all round. There are one or two groves of trees. The wells which irrigate the fields are surrounded by shady trees, and look very beautiful and charming. The village pond is dirty. Heaps of dung and village refuse lie all around. In the rainy season, the stink is simply unbearable When the crops are standing in the fields, they look attractive, but, at other times, the scene is dull and monotonous. Flowers are very rare, but prickly bushes abound.

   (*b*) See answer to Model Question V.

CHAPTER IV.

AN ENGLISH VILLAGE.

1 —NOTES AND EXPLANATIONS.

Page 11. Scattered—spread over **Plains**—tracts of level land. **Extend**—stretch. **Here and there**—at places. **Singly**—alone. **In groups**—several together. **Farms**—fields under cultivation. **All the same**—notwithstanding all this, though they lie scattered. **Centre point**—central spot **More often than not**—in most cases. **Village green**—pasture-land, which is common to the whole village. **Stretch of land**—tract of land **Owned**—possessed. **In common**—in partnership Common means *shamlat* **Fair**—festive gathering, *mela*. **Merriment**—laughter, joyousness **Dying out**—falling into disuse. **No** it is a misprint, it should be 'on'. **Holidays**—days on which no work is done. **Collect** gather **Look on**—watch **Chat**—talk. **Pond**—tank. **Hunting for**—searching to prey upon.

Page 12. Here—that is, to the pond. **Far off**—distant. **Is certain to be**—is always to be found. **Inn**—a rest-house, a place where travellers can rest and take their food. **In return for payment**—if a certain amount of money is paid. **Dak-bungalow**—a house for travellers in India. (*Dak*=post) **Puts up**—hangs up. **Pole**—a long wooden shaft.

Passer-by — a traveller or some other person who happens to pass that way. **To attract**—to draw. **Remind**—tell. **Brightly**—in brilliant colours. **Sunning**—basking in the sun, enjoying the sunshine **What it represents**—what it shows, whose picture it is. **Beyond**—farther on **Leads into**—takes into. **Yard**—compound. **Shed**—an outhouse, a roofed structure open on the sides. **Start on**—begin.

Page 13 **Refreshing**—taking refreshments, taking food and rest **Sticking up**—protruding up. **A lightning conductor**—a metal wire or piece which has the power of transmitting electricity. **Thunder**—heavy and deep sound. **Flashes** — flames or sparks. **Strip** — piece. **Attached**—fixed. **Sunk**—buried. **Runs up**—goes up **Attracted**—drawn **Huge**—big. **To call**—to invite. **Holds**—can contain, can accommodate. **Services** — prayers **Looks after the poor people**—supplies them with food

Page 14 **Two storeys** — (the word is also spelt as story) — a flat division of a house reached by flights of stairs. **Not often**—that is, very rarely. **Partly** — in some degree. **Ground**—land **Space** — room. **Intense**—extreme, severe. **Upper**—in the second storey. **Uncomfortably warm** — so warm as to cause discomfort or inconvenience. **On the right** on the right side. **Cart-load of hay**—hay loaded on the cart, or the cart laden with hay. **Cuts off**—intercepts, prevents its being clearly seen. **Surmise**—guess, conjecture. **Very likely**—most probably. **Worth while**—

compensating the trouble and money spent on it. **Chief**—leading, principal.

Explanation.—Seems to do a good business—seems to do a good deal of buying and selling

Page 15. Plaster—soft mixture of lime and sand spread on walls. **Now-a-days**—in these days. **Mostly** — in the majority of cases. **Bake**—harden by heat. **Firm**—strong, pucca. **Too**—very. (What is the other meaning of too?=also.) **Blinds**—window screens. **Drawn down**—pulled down. **Work hours** hours of work. **Compelled**—forced. **In consequence of**—as a result of. **With the field-work**--with work on the fields. **Field labourers**—agricultural labourers **Take up work**—take employment.

2.—ANALYSIS.

1. Houses scattered—two storeyed—built of bricks or stones

2. The village green—the central point – fairs and matches held.

3. The pond—ducks.

4. The church, the tower, the lightning conductor, the church bell, the priest and his duties.

5. The inn—the sign-board.

6 The shop and the Post Office.

7. The school education compulsory—same school for boys and girls—what they do after leaving school.

8. Sunday—a day of rest.

3.—SUMMARY.

1. **Houses.**—The houses in an English village lie scattered over a large area. A village may extend for a mile or so with cottages and houses here and there, singly or in groups. The houses are all of two storeys or even of more, because land is very valuable there and it is cheaper to build rooms one above the other, and also because the upper rooms are not uncomfortably warm. The houses are all made of bricks or stones, and are well plastered. They are also well ventilated. The village green is the common pasture ground of the village, in which all the villagers have the right of grazing their cattle. Fairs used to be held on the village green, but now cricket matches and other games are held here.

Often there is a pond near the green, in which ducks swim and where the cattle drink water.

The church is not far off. It has a square stone tower. There is a lightning conductor also, which protects the church from being destroyed by lightning. Inside the tower, near the windows is the church bell which is rung on Sundays to call people to church. A village church can contain four hundred people or more. The village priest holds prayers on Sundays, and looks after the poor. He lives in the village.

There is also an inn or a public house where people get food and drink, and beds for the night in return for payment. Every inn has a

sign-board, on which is painted generally the picture of some animal, after which the inn is named, as—'The Lamb', 'The Lion'. A gate leads into the courtyard, and there are stables and sheds for carriages and motor-cars.

The village shop is a well-built house, and the shopkeeper does a good business. This shop is also the post office, for in a small village it would be very expensive to have a separate post office. In the Punjab, the school and the post office are combined.

In every village there is a school, but it is situated probably outside the village. All children between the ages of five and fourteen are compelled to attend school Boys and girls attend the same school. In some places, they have separate classes and teachers On Sundays, the shops are closed. In the holidays, children help the farmers with field work. On leaving schools, boys either become field labourers, or go to town and become policemen, postmen or shopkeepers. The girls become maid-servants or dress-makers, or join shops or post offices as assistants.

4.—MODEL QUESTIONS.

1. Describe an English village, and compare it with an Indian village.

Ans. See Summary, and also The New Golden Treasury of Essays and Letters by Principal Mathura Das, page 81.

2. Answer the following questions:—

(1) Why are houses in an English village of two or more storeys, while in the Punjab they are one-storeyed?

(2) Why are houses in England not made of mud?

(3) What is an inn?

(4) What are the duties of the village priest?

(5) Why are the shop and the post office combined in an English village?

(6) To what use is the village green put?

(7) Describe the village church.

(8) What is a lightning conductor? What is its use?

(9) " In consequence of this law there is hardly any one now in England, who is unable to read or write" What law is referred to?

Answers. (1) Because land is more valuable in England than in India, and it is cheaper to build rooms one over the other than to have all the rooms on the ground floor; secondly, in India, the second storey would be very hot, while in England, there is no such danger, and the upper rooms are equally comfortable.

2. Because the sun in England is not so hot as to make the mud hard and firm, and the climate is very wet on account of frequent rains.

(3) An inn is a house where travellers and others can get food and drink and beds for the night in return for payment.

(4) The village priest holds prayers on Sundays, and looks after the poor people of the village.

(5) Because it would be very expensive to have a separate post office in a small village.

(6) The village green is land held in common by all the villagers. It is a pasture land, in which all the people of the village have the right of grazing cattle. Fairs, cricket matches and other games are also held here. It is the common meeting place of the whole village.

(7) See Summary.

(8) A lightning conductor is a strip of metal attached to a metal plate which is buried in the ground. It runs up the wall of a building into the sky above. It saves the building from being struck by lightning and destroyed. The electricity is attracted by the metal and it runs

along the metal into the ground where its power is lost.

(9) The law referred to is that every child, boy or girl, is compelled to attend school between the ages of five and fourteen.

3. Use in sentences:—

(1) **To look on**—The boys play while their parents *look on*—(watch).

(2) **To look after**—The priest *looks after* the poor people of the village.

(3) **Here and there**—There are houses *here and there*.

(4) **All the same**—The brothers had quarrelled, *but all the same* they loved one another —(notwithstanding all this.)

(5) **In common**—The land is held *in common* by the villagers—(in partnership.)

(6) **Worth while**—It is not worth while going there—(not profitable).

(7) Cottages are *now-a-days* made of bricks—(in these days).

(8) **In consequence of**—*In consequence of* this law, there is no illiteracy in England—(as a result of).

4. Explain: stretch of land, the village green, sticking up, uncomfortably warm, blinds.

5. Having read this chapter, what improvements would you suggest in an Indian village?

Ans. I would suggest the following improvements which are urgently called for:—

(1) More sanitary surroundings and well-ventilated houses.

(2) Organizations of games.

(3) Compulsory education for boys and girls which may make them fit for the work they will have to do in after life.

(4) Proper care of the poor and the sick.

ANSWERS TO EXERCISES GIVEN IN THE BOOK.

(1) Learn the use of these expressions by heart:—

(*a*) He has sued me in the court, but *all the same* he loves me dearly. (*b*) His companion *more often than not* is his dog—(very frequently). (*c*) The three brothers owned this piece of land *in common*—(*d*) In every village, there is sure to be *an* inn or *two*. (*e*) Travellers can stay in an inn *much as* they do in an Indian dak-bungalow. (*f*) The inn may be called after some animal, *as* 'The Lamb' or 'White-Horse. (*g*) The building is really much larger *than appears* in this picture.

(2) (*a*) Surrounded *by* (*b*) provided him *with* (*c*) looks *after* the poor.

(3) Revise these words and expressions:— fierce, flash, thunder, lightning conductor, strip of metal, sank deep, metal plate.

(4) (*a*) The sign-boards are painted brightly by him. (*b*) Frogs and insects are hunted for by ducks in the water. (*c*) The poor people of the place are looked after by him.

(5) A motor-car is a comfortable conveyance driven by electricity. It has an engine in front, where the electric power is generated. Its wheels are mounted with rubber tyres. Then there is the body, in which the passengers sit. The seat for the driver is in front. There is the handle, with which the course of the car is directed, and there are the brakes also, with which the driver can stop the car whenever he wishes. The car is covered from above with a hood. There is a horn near the right hand of the driver, which is blown to warn foot-passengers on the road.

(6) The ducks swim in water the whole day long, or they hunt for frogs and insects. Sometimes they are seen sunning.

(7) ***Taham, aisa, ba'z dafa.***

(8) Postmen, policemen, field-labourers, shopkeepers, lawyers, doctors, teachers, engineers, domestic servants, clerks, miners, sailors, soldiers, journalists, writers, manufacturers.

(9) (*a*) Attract (verb), attraction (noun), attractive (adjective), attractively (adverb).

(*b*) Notice (verb), noticeable (adjective), noticeably (adverb), notice (noun), notify (verb).

(*c*) Intense (adj), intensive (adj), intensively (adv), intensify (verb).

(*d*) Probable (adj), probably (adv), probability (noun).

(*e*) Separate (verb), separation (noun) separately (adverb), separate (adjective).

10. (*a*) Children—Subject; all, in England —enlargements of the subject; are compelled— finite verb, by law, to attend school—adv. adjuncts.

(*b*) Children—subject; the village—enlargement of the subject, help—finite verb, the farmers—object with its enlargement, in the holidays, with the field-work—adv. adjuncts

11. Our house is one-storeyed, and is made of mud. The walls are not plastered. It is quite comfortable in view of the hot climate of the country. An English cottage is certainly better built, and is more comfortable. It is usually two-storeyed, and is made of baked bricks. It is much better ventilated. It has a roof of slate. The walls are plastered with lime and sand, and are white washed. The differences are due to climatic conditions and the financial condition of the people in the two countries.

CHAPTER V.

THE SEA-COAST OF ENGLAND.

1.—NOTES AND EXPLANATIONS.

Page 17. Strike you—occur to you. **Will be situated**—will lie. **Peaceful**—quiet. **To get any idea of**—to understand at all. **Rough**—boisterous, not quiet, stormy. **Strenuous**—hard. **Accustomed**—habituated, used. **Strange**—bewildered, awkward. **Lost**—puzzled.

Explanation. Would feel strange ...... it—if taken away from the sea, he would feel stranger in the new place, and will be quite bewildered. He will not be himself

His leisure hours—when he is not occupied in any work. **Beach**—sandy shore. **Pebbles**—small stones **Smooth**—unruffled, undisturbed. **Peaceful**—not stormy. **Roll quietly**—move noiselessly. **Break**—strike against the shore. **With a splash**—throwing about mud and water. **Paddles**—beats water with the feet, splashes. **Barefoot**—feet not covered with shoes **Shallow**—not deep **Crab**—a kind of small fish. **Shell**—*sipi*, hard covering.

Page 18. Tiny—small. **At high tide**—when the tide (wave) is at the full, when water is highest. **Goes out again**—retreats, subsides, recedes, goes back to the sea. **High and dry**—out of the water. Figuratively, the expression means 'out of the current of events', 'untouched

by current events'. **Prized**—valued, liked. **Pretty**—beautiful. **Scrambes**—climbs. **Jut out** —stick out, are projecting. **Glistening**—shining. **Sea-weed**—small plants growing in the sea. **Dangles**—loosely hangs down. **Spray**—small particles of water driven by the wind. **Dash up**—violently throw up **Notice**—see, mark. **Steep** — perpendicular, precipitous. **Cliffs**—hills. **In the background**—behind, ground at the back.

Page 19. At the risk of—running the danger of. **Rough**—violent, stormy **The wind howls**—the wind blows with a loud noise. **Towering**—high like a tower **Dashing**—striking with force, coming at great speed, rushing in **Open**—fully exposed to view, unobstructed. **Retreating**—receding, going back. **Washed away out of his depth**—carried away by the waves into deep waters where he is unable to touch the ground **Striking on**—colliding with. **Being shipwrecked**—his ship being shattered to pieces **Safeguard**—protection, precaution. **Lighthouse**—a tall tower at the top of which is a light to warn ships at night of the dangerous rocks which lie hidden under water there **Out at sea**—away in the sea. **Warned of**—cautioned against, given notice of. **Unseen**—hidden (because the rocks are hidden under water, or cannot be seen at night). **Foggy**—dark with fog, cloudy **Visible**—seen. **Bell**—this is called the fog-horn **Booming**—sounding, ringing **To serve as**—to act as, to do the work of. **Warning** —caution. **Are most frequent**—occur very often. **Beat**—strike.

Page 20. **Gradually**—slowly, by degrees. **Worn away**—rubbed off and carried away, broken away. **Landslip**—falling down of mass of land. **All**—everything **Vigorous**—energetic. **Open-air**—outdoors. **Open air life**—life spent outdoors. **Breeze**—gentle wind. **His face is burnt down by the sun**—his colour becomes dusky owing to exposure to sun. **In all weathers**—in all kinds of weather. **Living**—livelihood. **Sailing boat**—boat driven by sails (not steam). **Long hours**—a good deal of time, a long time **Beating**—striking. **Soaked**—wetted. **Overtaken** — caught **Gales**—strong winds. **Overturns**—upsets. **Perils**—risks.

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2. ANALYSIS.

1. The life of an English boy living on seashore rough and strenuous running about on the sea-shore, playing with sand, throwing pebbles into the water, (*b*) paddles in shallow water when sea is calm, and hunts for fish and shells, how shells are left on the shore, (*c*) finds sea weeds.

2. Climbs up steep cliffs in search of sea birds' nests.

3. On stormy days, he has to be very careful.

4. Coast dangerous in certain places, lighthouses, their use.

5. Landslips and how they occur.

6. **Effect of this life on his health. When grown up, he earns his living by fishing, and helps his father in his work. Dangers of a fisherman's life.**

3.—SUMMARY.

1. The life of an English boy living on the sea-coast is very rough and strenuous, and is full of dangers From his infancy, he is accustomed to the sea. When quite young, he runs about on the sea-shore, plays with sand, or throws pebbles into the water.

When the sea is calm, he paddles in shallow water and collects shells or hunts for fish. These shells were once the homes of small animals, and when the animals had died and they had become empty, they were carried along by the waves and left on the shore. Sometimes, he finds sea-weeds or dangles his feet in the water. He is also fond of climbing up steep cliffs in search of sea birds' nests. When there is a storm at sea, the boy has to be very careful lest he should be washed away out of his depth.

2. Some parts of the English coast are very dangerous, for there are great rocks there. Some jut out of water, and some are hidden under water. The captain of a ship who is unacquainted with these dangerous places, runs the risk of being shipwrecked on these rocks. As a safeguard against this danger, light-houses have been built at these places. A light-house is a tall tower, in which a lamp is kept

burning all night to warn approaching ships of the invisible danger. On foggy days when the light is not visible, a great bell is kept ringing to give the warning. The sea waves strike against the cliffs with great force so that the lower part of them gradually wear away, and some day, all of a sudden, the whole mass of land having nothing to support it, slides down into the sea.

3. When the boy leaves school, he is strong enough to help his father in his work, and to earn his living by fishing. He fears neither wind nor storm. He spends long hours in the boats on the waters. Often he is overtaken by storms, and reaches the shore again with difficulty, or he may be drowned. A fisherman's life is full of such dangers.

4.—MODEL QUESTIONS.

1. Describe the life of an English boy living on the sea-coast. **Ans.** See Summary.

2. What is a lighthouse? What is its use? **Ans.** See Summary, Para 2.

3. Describe the perils of a fisherman's life.

Ans. Fishermen spend long hours on water, exposed to wind, and their clothes are soaked with spray. Often they are overtaken by storms, and reach the shore with difficulty, or their boat may be overturned and they may be drowned.

4. Practise usage of: –

(1) He is ***accustomed to*** the sea from his infancy—(habituated to). (2) Their clothes were ***worn away***—(rubbed away). (3) The bell ***serves as a*** warning—(does the work of giving). (4) The boy went ***out of his depth*** in water—(depth where he could not manage to stand up). (5) Waves ***dash up*** from below—(rush up). (6) Such a boy is accustomed to the sea from infancy, and ***would feel strange and lost away from it***—(away from the sea, he will be bewildered). (7) The high tide carries shells along with it, and when it retires from the shore, it leaves them on the shore ***high and dry***—(on dry land, untouched by water). (8) He climbs high rocks even ***at the risk of*** breaking his neck—(even though he is in danger of).

5. Give the meaning of —

Rough and strenuous, high tide, high and dry, overturn, burnt brown by the sun, soaked with spray, safeguard, towering waves, dangles, beach, shallow water. **Ans.** See Notes.

ANSWERS TO QUESTIONS GIVEN IN THE BOOK.

1. Learn these sentences:—(*a*) ***It must strike you*** that English towns are situated on the sea coast. (*b*) ***It is difficult to get any idea of*** the hard life which fishermen lead—(to know). For (*c*), (*d*,) (*e*), (*f*), see Model Questions no. 4 (7, 8, 4, 3.)

2. (*a*) Consider how you will face the situation. (*b*) Are you acquainted with the

place? (*c*) The bell warned them of the danger (*d*) The sound serves as a warning. (*e*) The boy is accustomed to hard work. (*f*) Night after night, he had to go out in his boat in search of fish.

3. See Summary, para 2.

5. (*a*) Active voice—Children prize them much for their pretty shapes. (*b*) The retreating tide caught the boy. (*c* The waves washed him away out of his depth.

6. The other day, a landslip occurred on the Kalka Simla railway line. The earth from under the line had been washed away, and just when the train was passing over the line, the remaining earth also slipped away in consequence of the shock Fortunately, the train had almost crossed it, and only the last carriage fell into the pit, and was detached. The carriage was wrecked to pieces, but no lives were lost.

CHAPTER VI.

A FISHING VILLAGE.

1.—NOTES AND EXPLANATIONS.

Page 21. **Fishing village**—a village whose inhabitants live by fishing. **Lies**—is situated. **A rough storm-swept shore**—a rugged uneven

shore subject to great storms. **Sharp**—pointed. **Stick up**—jut out. **Far out at sea**—in the sea at great distance from the shore. **Vessel**—ship. **Know his way about**—know by which way to go at that place. **To venture**—to run the risk of going into. **Ridge**—projection, extension of a hill. **Runs out** — projects. **Submerged** — drowned in water. **A little way out**—at a little distance from the shore. **Smooth**—undisturbed **Many a**—many times a, or many of a. We say 'many a ship' or 'many ships' **Innocently**—unknowingly, in ignorance. **Hidden** — invisible. **Trap**—snare. **Dashed**—wrecked. **Crag** — a steep rock or point **So large as to**—large enough to. **Topmost** — highest. **Close** — near. **Sheltered**—protected from storms and waves. **Cave**—a hollow, a recess. **Bay**—an inlet of the sea **Sharp**—abrupt, angular **Curve**—bend. **Reaching out**—running into, extending into. **Hand**—side. **Either hand**—both sides.

Page 22 Semicircle—half-circle. **A bar of sand**—a bank of sand at the mouth of a river. **Stretches**—extends. **Mouth**—entrance. **Passage**—an entrance, a pass. **Snug**—comfortable. **Harbour**—a post, a place of shelter. **When the sea is rough**—when there is a storm at sea. **Breaking and dashing**—bursting and striking violently. **Groan**—utter a moaning sound. **Bare**—naked, rugged, without any grass or vegetation. **Of but little use**—of only little use, of no use. **Living**—livelihood. **Spot**—place.

Page 23. Face—meet, oppose **With a light heart**—cheerfully. **Confident**—sure of their safety. **Has come to grief**—have been destroyed. **Her**—stands for the boat. **Main** — principal. **Flanked** — enclosed or guarded on the sides. **Row**—line. **Trim**—beautiful. **Clean**—neat. **Bright**—gay, beautiful. **Close**—near. **Over**—finished. **Fisherfolk**—fishermen. **Seldom**—rarely, almost never. **To their hearts' content**—as much as they please. **To handle**—to manage. **Row** — to move the boat by oars. **Steep**—precipitous. **Hymns**—sacred songs.

Page 24. By itself — alone. **Like the rest**—like the other cottages. **Thatched straw**—straw used to cover the roof. **Sturdiest** — strongest. **Cared for** — looked after. **To make both ends meet**—to live within his income. **Jolly**—merry, robust. **Partner**--joint-worker **Joint owners**—co-sharers. **Day after day**—every day. **Cast**—throw. **Haul in**—draw in, catch **Silvery**—bright, shining, white. **Laden boat**—boat filled with fish. **But little to show for their pains**—they get very little to reward their labour; their gain is nothing compared with their labour.

Page 25. Get back—return. **Tired out**—exhausted. **At daybreak**—early in the morning, at day dawn. **Sorted**—separated into different sorts. **Packed**—enclosed, shut up. **Barrels**—casks. **Driven**—sent in the cart. **Sent off**—despatched. **Early train**—first morning train. **By**—before. **Keeper** — attendant, one who looks after. **Bottom**—foot. **Lends a hand**—

helps in the work. **Plentiful**—abundant. **Sort**—separate into groups. **Post**—letters. **To deliver**—to give to the addressees. **Between whiles**—at intervals, during recess. **Matches**—*dia salai.* **Customer** — buyer. **Sturdy** — strong **Cart-load**—as much as can be loaded on the cart.

Page 26. Shaggy—covered with rough hair, hairy **Have a hard life**—have to work very hard. **Plenty**—a good deal of. **Looked after**—cared for. **Mended**—repaired. **Spare time**—the time which they can save from their labours. **Occupied**—employed, spent. **Tending**—taking care of. **Folk**—persons. **Turn**—present. **Turn a brave face to trouble**—face trouble bravely. If any trouble comes, they meet it with courage. **Dread**—fear. **Seize**—take away.

The Three Fishers (**Poem.**)

Fishers—fishermen. **As the sun went down**—at sunset. **The woman who loved him the best**—his wife who loved him most of all.

Page 27. Watching—seeing. **Women must weep**—out of anxiety for the safety of their husbands, women feel sad. When they go out fishing, the women at home are afraid, lest they should perish in the storm. **There's little to earn**—the income is small, they can earn very little in spite of their hard labour. **Many to keep**—many persons to support. They have a large family to support, many mouths to feed. **Bar**—the sand bank. **Moaning**—making a murmuring sound, indicating pain. **Though the harbour bar be moaning**—the waves made a sad

dreary sound at the mouth of the harbour, indicating the approach of a storm. **Three wives**—the wives of the three fishermen. **Sat up**—anxiously watched instead of going to bed. **Trimmed**—clipped, cut and cleaned. **Squall**—violent gust of wind. **Night-rack**—black storm-clouds. **Rolling** - moving like waves. **Ragged**—roughly broken. **Three corpses**—dead bodies of the three fishermen. **Gleam**—light. **Wringing their hands**—twisting and turning their hands in agony.

Page 28. It's over—the life ends. **The sooner to sleep**—the sooner we get eternal rest from all toil. **Good-bye**—farewell. **To the bar and its moaning**—to the toil and troubles of life.

Substance of the Poem.—The poem tells us of the sad fate of three fishermen. It shows how hard and full of dangers is the life of a fisherman in England. Three fishermen went out towards evening to earn a living for their families. There were many mouths to be fed, and even after hard toil their earnings did not amount to much. They knew that a storm was coming, as the waves were making a sad sound at the mouth of the harbour But all the same, they had to go out to feed their wives and children. They thought of their dear wives, and the children watched them going out to sea. Men had to work to earn their livelihood, though the women were anxious for their safety. The women did not sleep that night. They sat up in the lighthouse and kept the lamps burning bright to guide their husbands. They looked at the storm with

anxiety in their hearts. Next morning, three corpses were found on the shore. The three fishermen had died. The women now wept at the sad deaths. But the poet says, "Every one must die; the sooner one dies, and the sooner these toils and troubles of life come to an end, the better for man, for he gets eternal rest the sooner.

2. ANALYSIS.

1. Sunny Cove situated on a rocky storm-swept shore—very dangerous rocks—the light-house, the bay—semi-circular—the sandbank, and a safe harbour.

2. The people live by fishing—brave and fearless.

3. The main street—the neat cottages—the village school and the church.

4. The family of Ben William, a typical fisherman—his wife, his sons and his girl.

5. The life of womenfolk.

6. The story of the Three Fishers, telling us the perils of a fisherman's life.

3. SUMMARY.

A Typical Fishing Village.—Sunny Cove lies on a rough storm-swept coast. Many pointed rocks stretch far out at sea, and some are even hidden under water, which make the place very dangerous for ships. On the top of

a large rock is a lighthouse to warn vessels of risk. The village lies in the centre of a semi-circular bay. There is a sand bar at the mouth, with a deep passage which makes a safe harbour. The waves are heard breaking against this bar. The high cliffs behind the village are bare and stony, and not fit for cultivation.

The people live by fishing. They are brave and fearless. They know all the dangerous places, and are not afraid of them.

The main street has rows of cottages on both sides. These are mostly white-washed, and look fresh and clean Some have little gardens in front, which are bright with flowers. At the end of the street is the village school. The children, brown-faced and rosy-cheeked, paddle and play in water. While still young, they learn to row a boat.

The village church lies beyond on the hill. The people go there on Sundays to sing hymns and pray.

Ben Williams is a sturdy fisherman of the village. His garden is neatly kept. He has a large family, so he grows all the food he can in his garden. His wife is a very hard-working woman, and they have six jolly children. The eldest lives near by with his wife. He helps his father in fishing. Sometimes, they catch a large number of fish, and sometimes very few. The fish are sorted, packed and sent by rail to London. The next son is the keeper of the lighthouse. He, also, occasionally helps his

father in his work. The eldest girl is Mary. She helps in the village shop, and also does the post office work. She sorts letters for the postman to deliver in the village, makes ready the bag to be sent by train, and sells stamps and post cards.

She also sells tea, sugar and other sundries, for they keep all sorts of things in the shop. The other children are at school. They also help in the business of the family.

The women of the village are very hard-working. They look after children, cook food for the family, wash and mend clothes, and tend the vegetables in the garden.

The Three Fishers.—The story of the three fishers told by the poet shows us the perils of a fisherman's life. The three fishers went out for fishing one evening They had to go out that night, though they knew a storm was coming, for they had to work to earn a living for their families. The women felt very anxious for the safety of their husbands, and instead of going to bed, they sat up the whole night in the lighthouse keeping the lamps bright. The storm came, and all the three fishermen died. Their corpses were seen the next morning on the shore.

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4. MODEL QUESTIONS.

1. Describe the Sunny Cove, the fishing village. **Ans.** See Summary.

2. Describe the life of Ben Williams, a typical fisherman. **Ans.** See Summary.

3. What work do the women do? **Ans.** See Summary.

4. Write out the story of the Three Fishers as told in the poem. **Ans.** See Notes.

5. Explain:—

(*a*) For men must work, and women must weep,

And the sooner it's over, the sooner to sleep.

And good-bye to the bar and its moaning.

(*b*) And there's little to earn, and many to keep.

(*c*) And the night-rack came rolling up ragged and brown.

Answer. (*a*) Men have to work to earn a living, though the work be hard and dangerous enough to fill women with anxiety as to the safety of their husbands. If death comes, so much the better, for it puts an end to all the toil and troubles of life, and bring us eternal rest.

(*b*) Their earnings were small, but there were many mouths to feed.

(*c*) The violent storm came dark and rough.

6. Explain:—

(*a*) They play in shallow water ***to their hearts' content***—(as much as they please).

(*b*) Many a boat has ***come to grief*** in a sudden storm—(been destroyed).

(*c*) They meet dangers ***with a light heart***—(cheerfully).

(*d*) They ***turn a brave face to*** trouble—(bravely face).

(*e*) Sometimes they have ***but little to show for their pains***—(very little gain to compensate them for the labour spent).

(*f*) He finds it hard ***to make both ends meet***—(to live within his income).

(*g*) ***Between whiles, he lends a hand*** in the business of the shop—(during the intervals he helps).

7. Give the meaning of:—Hidden trap, a rough storm-swept shore, dashed to pieces, thatched straw, spare time, a hard life, to sort.

8. Give the different meanings of light, sort, turn, vessel.

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5. ANSWERS TO EXERCISES GIVEN IN THE BOOK.

1. (*a*) This land is ***of but little use*** for cultivation—(useless for). (*b*) ***Many a boat has come to grief*** on this rock—(many boats have been destroyed). (*c*) The farmer ***takes pride in*** his pretty garden—(feels proud of). (*d*) The boys play in shallow water ***to their hearts' content***—(as much as they like). (*e*) In his leisure hours, the boy ***lends a hand*** in the shop—(helps in the work of). (*f*) He goes to school in the morning, and to the factory in the afternoon. ***Between whiles***, he helps his

father with field work—(in the interval). (*g*) His being the only shop in the village, the shop-keeper has to keep ***a little of everything.*** (*h*) The boy *looks after* the shaggy pony—(takes care of). (*i*) There is ***plenty of*** work *to be done*—(a great deal of). (*j*) ***The sooner*** you go, ***the sooner*** you will be able to come back.

2. (*a*) *Guzara karne ke lie.* (*b*) *Mehnat ke muqable par thora phaida.*

3. Will you be ***so*** good ***as*** to lend me your atlas. He had to do *so* much work *that* he fell ill. Mr. Smith was *very fond of* his dog. You *will have to be* present there in time.

5. My brother Sham is a sturdy fellow, and is fond of hard work. Because he works in the field in the fierce sun, he has a sun-burnt face, but he is very healthy and has a cheerful heart. He is tall and strong, and is not afraid of any dangers, and whenever any trouble comes, he faces it with a light heart. He is the prop of the whole family.

6. Try it yourself.

8. After school is over, I go out in the field and help my father in the work of cultivation. Sometimes I weed out useless grass growing in the fields, and sometimes I turn water into the beds where it may be needed. In the evening, I bring home a bundle of grass for the cow and the pony, of whom I am very fond. I also prepare fodder for them.

9. The women have to look after the children, cook the dinner, wash and mend the clothes, and bake the bread.

8 Mary—subject; the eldest girl—enlargement of the subject; is—finite verb; next in age to Dick—complement.

CHAPTER VII.

THE GAME OF FOOTBALL.

1.—NOTES AND EXPLANATIONS.

Page 29. **Outdoor game**—game played in the open field. Its opposite is indoor game. **Alike**—in the same manner. **Generations**—steps in family descent. The period of one generation is generally computed to be 30 years, in which children are ready to take the place of parents. **In recent years**—lately, in these days. **Popular**—much liked. **Summer game**—game which is suitable for summer, played in summer. **Provide**—supply. **Strenuous**—hard. **Oblong**—more long than wide. **Patch**-piece. **Level**—even. **More or less**—a little more or a little less. **Will do**—will quite serve the purpose of a field, will be sufficient. **Marked out**—indicated. **Chalked line**—line marked with chalk. **Post**—stout piece of timber placed vertically, pole. **Clear**—distinct. **Mark**—sign.

Page 30. **Stuck**—fixed in the ground. **End lines** — lines at each end of the field. **Apart**—distant from each other. **Crossbar** — a bar (a piece of wood or iron) joining one pole with the other. **Light for its size** —compared with its big size, it is not so heavy. It is big, but not so heavy. **Case** — covering. **Bladder**— a hollow bag which is inflated and put inside the football cover. **Blown up tight with air**—filled with air till it becomes hard or tense, inflated till it is fully stretched. **In all** - altogether.

Page 31. **A side** on one side. **Diagram**—representation, plan. **Half backs**—players behind the 'backs'. **Backs**—players standing behind the 'forwards'. **For short**—to be brief. **Strictly speaking**—to be precise. **Toss**—(lit. to throw up) throw a coin into the air and guess on which side it will fall. **Spins** - throws up revolving. **Guess** - haphazard conjecture. **Head**—obverse, the side bearing the 'head' or the principal symbol. **Tail**—the reverse, the back of a coin. **Aright** —correctly. **Called out**—guessed, named. **Kicking off**—giving the first kick to start the game.

Page 32. **Handling**—touching with the hand. **Scoring**—(making points in games) winning. **Beforehand**—before starting the game. **Position**—place. **Of course**—certainly. **Keep to the same spot**— remain in the same place. **Throughout the game**—as long as the game lasts. **Do no good**—will be of no use. **His part of the field**—that part of the

field where he is to do his duty. **Keeping**—remaining. **Halves**—half portions.

Page 33. At hand—close by. **Pretty well**—very well. **Pass**—send away. **Anyhow**—in any manner whatever. **Area**—region, tract. **Opponents**—(persons who are opposing) adversaries. **Falls back**—goes back towards its goal. **Umpire**—judge. **Referee**—(a person to whom anything is referred for decision) umpire.

Page 35. Kept — properly observed. **Ends** — sides. **Exchange**—change one for the other. **Direction**—side. **Crosses a boundary** — goes out of the boundary line. **Dare say** - venture to say. **Penalties**—punishments. **Pick up**—learn. **Learn by heart**—commit to memory. **Recall**—remember. **In the excitement of the game**—when one's feelings are greatly roused by the game.

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2. ANALYSIS.

1. Football, an outdoor game - popularity of the game in England and in India. 2. The football field, the lines and the poles. 3. The football. 4. The teams. 5. How the teams are arranged. 6. Toss and the kick off. 7. The advantage of each player having his own position—passing - movement of the team. 8. Scoring a goal. 9. The referee. 10. The rules—the penalties—how best to know them.

3.—SUMMARY.

Football is an outdoor game, played in winter in England. It is now becoming popular in Indian schools, also. It gives very hard exercise.

A level field about a hundred yards long and fifty yards wide is required. The boundaries are marked by chalk, and a post or a flag is placed at each corner. A straight line crosses the middle of the ground from side to side, and, in the centre, a small chalk circle is drawn. There are four goal posts, two at each end of the field, stuck in the ground in the middle of the end lines, eight yards apart.

The football is a large but light ball. The leather cover has a rubber bladder inside it, which is filled with air. The players number twenty-two, that is, two teams of eleven a side.

Each player has a special place assigned to him in the field. There are five forwards, three backs, two half-backs, and one goal keeper.

The captains toss. The winner of the toss has the right of choosing on which of the two halves of the field his team will begin to play. The opponents have to take the other half. The ball is placed in the centre, from which it is kicked off by the centre forward player of the team whose captain has lost the toss. Then each team tries by kicking the ball to get it through the goal posts of the opposite side. This is called scoring a goal, and the side which scores most goals wins the game.

Each player keeps to his post of the field, not necessarily to the same spot. The players of each team know where their own men are, and hence find it easy 'to pass' the ball to any one of them who may be near at hand. If each player were allowed to play wherever he liked, there would be confusion. As the ball moves, the teams also move backward or forward. Besides the players, there is an umpire or referee who sees that the game is played according to rules. If any player breaks any rule, his side is punished, and the opposing team is awarded a penalty.

There are also two linesmen on the boundary lines, who show the spot where the ball crosses the boundary After half time, the teams change sides. The rules of the game can be best learnt by playing with others who know these rules. Learning them by heart is no good.

4—MODEL QUESTIONS.

1. How is the game of football played?

Ans. See Summary.

2. Answer the following questions:—

1. What is the use of assigning a special place in the field to each player?

2. How may the rules of the game be learnt?

3. What are the duties of a referee?

Ans See Summary.

3. Explain:—strenuous exercise, a cross-bar, the ball is light for its size, level-ground, spinning a coin in the air, head or tail, a toss.

4. Use in sentences:—

Strictly speaking—*Strictly speaking*, the 'goal' is not the player, but the place where he stands—(as a matter of fact, truly).

For short—*for short*, the goalkeeper is called the 'goal'—(to be brief).

Pick up—You can easily *pick up* the rules of the game—(learn).

In all—There should be twenty-two players *in all*—(altogether).

5.—ANSWERS TO EXERCISES GIVEN IN THE BOOK.

1. Learn by heart.

(*a*) Some or other—*Koi na Koi.*

2. (*a*) The ground may be a hundred yards in length *more or less*—(a little more or a little less).

(*b*) The ground is 100 yards long and *half as wide.*

(*c*) This stick is *twice as long as* that —(double the length of).

(*d*) When one boy throws up the coin, the other calls, *at a guess*, one side of the coin—(haphazard conjecture.)

(*e*) I told you *beforehand* that the storm was coming—(before the time the event happened).

(*f*) The Islamia School *scored a goal* in the first half—(won).

(*g*) There is a garden *in front of* the house—(before).

(*h*) Do you think he will *succeed in* the attempt?

(*i*) *It is usual* to change sides at half time—(customary).

(*j*) *I dare say* you know the rules.

(*k*) There is an umpire *besides* the players—(in addition to).

3. *Summer* and *winter* — adjectives, qualifying the noun 'game'. *Are stuck*— verb, transitive, passive voice, indicative mood, present tense, agreeing with its subject 'these' in number and person. *Forwards* — noun, common, plural number, common gender, objective case, object of the verb 'has'. *Strictly speaking*—adverbial phrase, modifying the verb 'is'.

4. **Losing the toss**—losing one's right of making the first choice in a game. **Kicking off**— taking first kick at the ball. **Scoring a goal**— passing the ball through the opponents' goal.

5. Take the rupee. It is a silver coin. On the obverse or the front side, there is the head of the King Emperor, with the inscription "King-Emperor George V." On the reverse or the

back side are engraved the words "One Rupee, India, 1933." Below this, '*Yak rupaya*' is given in Urdu. Round this inscription is a flowery chain, beautifully engraved. The rim is indented.

6. Interrogative form.

(*a*) Would he get any exercise? or would he get no exercise?

(*b*) Does he keep to his part of the field? or Does he not keep to his part of the field?

8. (1) An 'umpire' is a judge in a game, whose duty it is to see that the game is played according to rules.

(2) A 'goalkeeper' is a player who stands in the goal to prevent the football from passing through it.

(3) A 'centre forward' is a player in the game of football, who plays in the centre of the front line of his side

(4) 'A back' is a player who plays behind the forward players.

9. The object of each team is to kick the ball through the goal of the opponents.

Each player has a special place in the field. This enables the whole team to play the game in a spirit of co-operation. It is a sort of division of labour. The player can easily pass the ball to another man of his own side who may be near him. If players were allowed to play anywhere in the field, there would be utter confusion.

10. For an account of a football match see the Golden Treasury of Essays and Letters by Principal Mathra Das.

CHAPTER VIII.

THE MODERN STEAMSHIP.

1—NOTES AND EXPLANATIONS.

Page 36. Hardy—strong, bold and robust. **Navy**—fleet, a country's ships of war. **Drawn**—taken, recruited. **Realized**—understood clearly. **Fleet**—a number of war ships. It is a collective noun like 'class'. **Is made up of**—consists of. **Ironclad**—covered with iron sheets **Mounted** raised into position. **Merchant vessels**—trading ships. **Stuffs** — material. **Food-stuffs**—things made into bread, used as food. **Raw materials**—those things out of which articles may be manufactured, for instance 'cotton'. **Tweed** — a kind of woollen cloth used for men's suits **Material**—fabric, cloth.

Page 37. Columbus—the great Spanish navigator who in trying to find a sea-route to India discovered America. **Sailing vessel** — a ship driven with the help of sails (sheets of canvas which catch the wind, thus by which the ship is driven forward), a ship moved by sails **To race along**—to run on. **Return journey**—journey homewards, backwards. **To make any way**—to make any progress, to make advance. **Drop** — cease to blow, stop. **Floating idly**—resting lazily on the surface of water.

Page 38. Fitted with—equipped with, provided with. **Worked**—moved. **Against**—in opposition to. **Is with them**—blows in the same direction in which they are going. **Passenger ship**—ship carrying passengers. **So limited a space**—such a small space. **Crew**—a ship's company of sailors. **To say nothing of**—not to mention, leaving out of account. **Supplies**—stores. **Etc.**— et cetera, and other such things. **Go bad**—rot, get spoilt. **Stored**—stocked. **Ice chamber**—a cool room. **Blocks**—pieces.

Page 39. Keep good—remain fresh. **To seat**—to accommodate. **Chatting**—talking. **Decks**—floors of a ship. (Deck also means to adorn). **Cabins**—small rooms (in a ship). **Flights**—series **Just as if it were**—exactly like.

Page 40 Rows—lines. **Rows and rows**—several lines of. **To save**—to economise. **Or** —a misprint for 'for'. **Furnaces**—fireplaces. **Funnels**—passages for the escape of smoke, chimneys. **Pouring out**—issuing forth. **Fine** —beautiful.

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2. ANALYSIS.

1. Importance of the navy for the protection of England.

2. Trading ships, the service they do.

3. Sailing ships, defect, now employed for fishing.

4. Modern steamships, travelling in them very easy and comfortable.

5. The ship's crew, supplies, the ice-chamber, the dining and other rooms for the use of passengers.

6. Decks of cabins.

7. The engine-room and the funnels.

3.—SUMMARY.

England is an island. A large and strong fleet of ships is necessary to protect it. The British Navy is the largest in the world. It consists of ironclad vessels mounted with guns.

Besides warships, England has thousands of trading vessels which carry manufactured goods to other countries, and bring into England foodships and raw materials.

Modern ships are all steamships, that is, they are driven by steam. In old times, ships were driven with the help of sails. In sailing ships, one could go at the rate of many miles an hour, if the wind happened to blow in the direction in which one was going, but if the wind was against him, or if it stopped altogether, the ship could not move at all. Now-a-days sailing ships are used only for fishing. Modern ships are moved by steam, and they can go even against a strong wind.

Travelling in a modern passenger ship is very easy and comfortable. A large ship may carry 500 or more passengers. Besides these, there is a large number of sailors, officers,

engineers, cooks and servants. Large supplies of flour, butter, eggs and fresh water have to be carried. Food which might go bad is stored in the ice-chamber, which is kept cool by means of great blocks of ice. There are one or more dining rooms, and rooms for chatting and smoking. A modern ship has several decks of cabins. The rooms of one deck are built above those on the deck below. There are sleeping cabins on the lower decks. On decks, the passengers sit in comfortable chairs and pass the day in reading and talking.

The great engines which drive the ship are in the engine-room down below. The smoke from the furnaces escapes through funnels.

4 —MODEL QUESTIONS.

1. Compare the modern steamship with the sailing ship.

Ans. The modern steamship is very fine to look at. It looks splendid. The sailing ship is not half so beautiful. The former is driven by steam, and the latter by means of sails which catch the wind

It is easier to work the steamship. In the sailing vessel, we are entirely at the mercy of the wind. In a modern ship, the machinery is under our control. In usefulness, also, the steamship is much superior. One could go at a rapid rate in a sailing ship if the wind were favourable, but with the wind blowing in the contrary direction, or when the wind stopped

altogether, the ship helplessly floated on the water and could not go forward at all. The steamship will move on even against a strong wind It is certainly more convenient and more comfortable than a sailing ship.

2. Answer the following questions:—

1. Why is a strong navy necessary for England?

2. What is a sailing ship?

3. What are merchant vessels used for?

4. Describe a modern steamship.

5. How is food preserved on a ship?

6. What is an ice-chamber? What is it used for?

For answers to these questions, see Summary.

3. Explain:—Pouring out, to make way, to say nothing of, made up of.

4. Give the meaning of:—funnels, food-stuffs, raw materials, deck, cabin.

5—ANSWERS TO QUESTIONS GIVEN IN THE BOOK.

1—Learn these sentences:—

1. We travelled *at the rate of* thirty miles an hour

2. When the wind stops, the sailing ship is unable to ***make*** any *way* at all.

3. On the ship there is a large number of sailors and officers, *to say nothing of* cooks and menial servants.

2.—1. *Chunke woh rahte hain.*

2. *Pee sakun, na marun.*

3. *Pee lun, bhuk lag ati hai.*

4. **Employ**—(verb or noun) engage, service. **Hardy**—(adjective) robust. **Sufficient**—(adjective) enough.

5. See answer to Model Question No. 1.

CHAPTER IX.

HOLIDAYS ON AN ENGLISH FARM.

1.—NOTES AND EXPLANATIONS.

Page 41. **For a bathe**—for taking a bath. **Insisted**—pressed. **To give in**—to yield, to surrender. **Wilsons**—the two brothers. **Near by**—close to their home. **Term**—session. **To make the most of**—to utilize to the utmost, to put to the best use, to take as much advantage out of it as possible. **Towel**—cloth for drying oneself after bath. **Drawers**—two-legged under-garment. **Bareheaded** — uncovered heads. **Plunged**—dived.

Page 42. **Broke**—struck and scattered. **Gently**—softly. (Its opposite is violently). **Fine**—beautiful. **Far off** - far out in the sea. **Out of his depth**—in waters too deep for him. **Preferred**—considered it better, safer. **Splashed about**—went about beating water with hands and feet. **To his heart's content**—as much as he pleased. **In spite of the bright sun**—though the sun shone brightly. **Rubbed**—cleaned, wiped. **Glowed**—shone with warmth. **To breakfast**—to take breakfast. **Post**—dak (system of carrying letters.) The other meanings of post are (1) a pole, (2) a situation. **Guess**—conjecture. **For a treat**—as an entertainment. (A treat is something which gives pleasure, as—It was a treat to hear him=very pleasant). **All the same**—still, nevertheless. **Farm** — land under one man's cultivation. **Do let us go**—is more emphatic than 'let us go.' **Fun** — source of great amusement, enjoyment. **Continued**—went on to say.

Page 43. **Enclosed**—enveloped. **Dull**—depressed, gloomy. **Gone to sea**—has become a sailor. **Lots of**—a good deal of. **Is short-handed**—has insufficient workers. (Hand = helper, worker). **Help with the harvest**—help in the work of reaping the harvest. **Start**—go. **In order** — in good condition. **To look up**—to examine the timings of. **Get on**—proceed with, finish.

Page 44. **Scrambling** — climbing with hands. **Coming**—ensuing. **Jolly**—pleasant. **Packed**—shut up. **Saw them off**—saw them going on the journey. **Felt full of importance**

—**felt that he was a very important person,** was **proud. In charge of**—having the care of. **Flew past**—passed with a quick motion. **Over**—past. **Were heartily tired**—were really tired, felt sick at heart. **Sturdy** — robust. **Platform** — a raised level terrace. **As the train drew into the station**—as the train entered, steamed into the station. **How do you do?**—how are you? **To drive**—to go in the cart drawn by a horse. **Look sharp**—be quick. **Get in**—reach. **By**—before. **Supper**—evening meal. **Spring-cart**—a cart mounted on elastic springs.

Page 45. Harnessed—yoked. **Alongside of**—near. **We're off**—we went off. **Taking in all they saw** — care fully observing everything they saw. **Too busy to do much talking**—so busy that they had no time to talk much. **Held their tongues**—kept quiet. **Sat looking about them** — sat observing things around them. **Broad daylight**—clear, full daylight. **It was .... daylight**—the sun was yet shining clearly. **Looking out for**—waiting for. **Laid ready**—already served. **Shy** — bashful, coy, uneasy. **Strange**—unfamiliar. **Did full justice to**— ate to their heart's content. **Tired out**—fatigued. **Went to bed**—retired to rest. **Streaming in**—coming slowly in (like a stream). **The sun was streaming in**—the rays of the sun came in abundantly through the window like a current of water. **Milk**—to draw milk from. **See the cows milked**—see the milk being drawn from the cows. **Sprang out**—jumped out.

Page 46. Hurried into their clothes—quickly put on their clothes. **Scarcely**—hardly. **Had scarcely seen** — had not seen. **Eagerly** — attentively. **About** — all round. **By**—near. **Barn**—covered building for storing grain. **Sloping** –inclining, having one end or side at a higher level than the other. **Storing** — stocking, collecting. **Facing** — in front of. **Low**—low roofed. **Shed**—a roofed structure open on the sides. **Implements** — instruments, tools. **Next to**—adjoining. **Airy**—lofty or fully open to the air. **Well-ventilated** — in which air could move freely, through which fresh air could enter freely.

Page 47. Beyond—further on. **Hay-rick**—heap of hay. **Scarce**—rare. **Close**—near. **Round**—circular (Use round as different parts of speech). **Thatched** –covered. **Past**—in front of. **Slight**—little. **Ridge**—range. **Winding**—running zig-zag, circuitous. **Horizon**—far in the distance where the earth and sky seem to meet. **Handful**—as much as can be taken up in the hand **Fouls**—birds. **Stall**—division of a stable for a single horse, or some other animal. **Pail**—an open vessel for holding milk or some other liquid.

Page 48. A while—a littletime. **Changed places**—Tom took the place of Harry, and Harry kept looking on **Try as he would**—though he tried as much as he could, tried every possible way. **But with no better success**—but Tom failed as before **Went into fits of laughter**—laughed again and again, was convulsed with laughter. **Never's a long day**—one should never despair,

no attempt, however great, should be regarded as wearisome. This is an exclamatory expression, condemning rash renunciation or despair. **Give in**—despair. **Take your time over it**—practise it for a sufficiently long time. **Nervous** — frightened, shy. **Sure enough** — certainly, as a matter of fact. **At home**—at ease, as if they were in their own house. **By no means** —on no account.

Page 49. **Fine**—sunshiny. **Harvesting**—cutting and collecting the crops **Hands**—workers. **Bound** — tied. **Sheaves**—bundles. **In pairs**—two together. **Thoroughly**— perfectly. **Wagons**—carts. **Threshing**—separating grain from chaff (straw). **At work**—working. **Clamber up** — mount. **Reins**—long strap to guide or check a horse, *lagam* **Tumbled into** —fell into. **Well-earned rest**—rest or sleep which they well deserved on account of their hard work during the day **Full of regrets** — very sorry. **Came to an end** — was over. **Term**—school session **Flown**—quickly passed away. **But there was no help for it**—but time must pass, it was not in their power to prevent its flight. **Said good-bye** — bade farewell.

Page 50. **Proverb** — a wise saying. **Never's a long day**—never say we are tired of work or that we have tried long and have not succeeded and will never succeed. Never give way to despair. Try again and again. No time spent in learning or doing a thing should be considered too long.

2—ANALYSIS.

1. Holidays begin—the first day—two brothers, Jack Wilson and Tommy Wilson wake up in the morning, and go to the sea to bathe.

2. Their return home—message from uncle Will inviting boys to spend the vacation with him on the farm—preparations.

3. Brothers go to their uncle—the railway journey.

4. Received at the station by the uncle—driven to the farm.

5. What the boys saw at the farm—milking the cows.

6. Return home.

7. The lesson learnt—'Never's a long day'.

3.—SUMMARY.

Jack Wilson and Tommy Wilson were two brothers living in a village on the seashore. They attended the same school. They got long vacation in July, at the end of the school term

On the very first day of the vacation, the boys woke up early in the morning, and went to the sea to bathe. After bathing, they returned home, and were told by their mother that their uncle Will had sent them an invitation to spend the vacation month with him on his farm. They were immensely

delighted at the prospect of staying on a farm and gaining new experiences. Preparations for the journey were made. After a week, the boys started on their journey. Their father saw them off at the railway station. The boys took their seats in the train and the train started They passed their time looking out of window, and seeing interesting sights. After three hours' journey, the train drew into the station, and the boys saw their uncle waiting for them on the platform.

Will led the boys out of the station, tied up their box behind the spring-cart which stood outside the station and drove them to his farm. They were introduced to their aunt and their cousin Harry, with whom they shook hands. After taking supper, they retired to sleep. Next morning, they were called by Harry to see the cows milked.

The farm house—was a square building, two storeys high. Opposite it was the barn. Beyond this stood the shed where agricultural implements were kept. Cows were tied in the cow-shed. There were two or three heaps of hay. There was a stable for horses, and an open shed for farm-carts The land round the farm was level. Behind it were steep hills.

Harry began to milk a cow while Tom and Jack looked on. Tom thought, it was easy to milk a cow, and he tried his hand at milking, but failed. He made several attempts, but without success. Harry laughed at his

failures. Uncle Will also came there, and he encouraged Tom saying, "Come and try every day, and the cow will give you milk. You are a stranger and the cow is nervous to-day." After a week's practice, Tom was able to milk the cow.

The boys now felt at home on the farm. They fed the fowls and collected eggs, and went for long walks in the woods, hunting for flowers and birds' nests, and caught fish in the stream They also helped in cutting down the harvest It was a happy, healthy life which they led, and when the month came to an end they had to go back home, and to prepare for going to school. The holidays seemed to have flown. They bade good-bye to their uncle and aunt, and invited Harry to spend next summer with them and learn all about the pleasures of the seashore.

4.—MODEL QUESTIONS.

1. How did the boys spend their time on the farm?

Answer.—They spent their time in play and in doing useful work on the farm. They helped in cutting and gathering the harvest. They milked the cows, and fed the fowls. They went for long walks in the woods, collecting flowers and birds' nests. They also caught fish in the stream. Tired with the day's work, they enjoyed sound sleep at night.

2. Describe the farm.

Answer.—See para. 4 of Summary.

3. Write a short explanatory note on 'Never's a long day.'

Ans. The expression literally means that no day given to work should be considered too long or tedious. No day is long which we will give to work, or to learning to do a thing. We should never despair, or feel tired of any attempt. If we do not succeed at first, we should try again. Never give up your attempt in despair. 'Never say *die*' is another similar saying.

4. Explain:—

1. They tumbled into bed for a well-earned rest. (They fell down into their beds utterly exhausted, and enjoyed sound sleep after a hard day's work).

2. The holidays seemed to have flown, and there was no help for it. (The happy time passed away very quickly, but they were powerless and could not prolong it).

3. *Take your time over it*, and you will learn how to milk a cow — (practise long enough).

4. The boys soon felt *at home* on the farm —(at ease, as if they were at home).

5. The boys *sprang out* of bed—(jumped out).

6. The boys tried *to take in* all they saw on the way—(to observe closely).

7. *Look sharp* if you wish *to get in* supper time. (Be quick if you wish to reach in time).

8. The sun was *streaming in* through the windows — (coming in gently like the current of a stream).

9. They *did full justice to* the supper—(ate heartily).

10. The train *drew into* the station—(steamed into and stopped).

11. They *held their tongues* — (kept quiet).

12. He enjoyed himself *to his heart's content*—(as much as he pleased).

13. It would be *a fun* to stay on the farm—(very pleasant).

14. They determined *to make the most of* their holidays—(derive the utmost advantage from).

15. You are taking us to London *for a treat*—(for entertainment).

5. Explain:--(*a*) Their time was by no means spent all in play — (on no account). (*b*) Harry went into fits of laughter over the failure of his brother—(was convulsed with laughter). (*c*) Try as he would, he could not succeed—(howsoever he tried). (*d*) I may be wrong in my guess, but it is something about going away all the small—(inspite of my wrong guess). (*e*) Jack was *in charge of* his little brother—(had to take care of). (*f*) Their

father ***saw them off*** at the station—(accompanied them to see them starting on their journey). (*g*) He was obliged ***to give in***—(yield).

6. Give the meaning of:—a threshing machine, sheaves, winding, horizon, stall, pail, stables, insist.

5.—ANSWERS TO EXERCISES GIVEN IN THE BOOK.

1. Learn these sentences:—

(***a***) Jack insisted on going, and Harry had *to give in*—(yield).

(*b*) They wished ***to make the most of*** their holidays—(make the best use of).

(*c*) He ate ***to his heart's content***—(as much as he liked).

(*d*) I had to wait for the train for a quarter of an hour ***or so***—(about).

(*e*) Jack read out ***the letter as follows***—(the following letter).

(*f*) They ***looked up*** the trains to decide by which train to go—(examined the timings of).

(***g***) They talked of ***how jolly*** it would be to live on the farm—(how pleasant, what a fun it would be).

(***h***) Their father ***saw them off*** in the train—(saw them starting on the journey).

(*i*) The train ***drew into the station***—(entered and stopped).

(j) *Look sharp*, or we shall be late—(be quick).

(k) They ***shook hands*** with her—(as a sign of greeting).

(l) They *did full justice to* supper—(ate heartily).

(m) He *did his best*, but could not succeed—(tried his utmost).

(n) *Try as he would*, he could get not a drop of milk from the cow—(howsoever he tried).

(o) *Take your time* over it, and you will soon learn swimming—(practise as long as may be necessary for you).

(p) They were soon *at home* on the farm—(at ease, as if they were in their house).

2. (a) This *news* is too good to be true.

(b) I have *invited* him to dinner.

(c) *Spend* your time according to a fixed time-table.

(d) *Enclosed* herewith you will find a receipt.

(e) The school is closed and I find time very *dull*.

(f) He had to run the factory *short-handed*—(with fewer workers than the usual number).

(g) You *need* not worry about it.

(h) Let us *start* at once—(go).

3. Translate into the Vernacular yourself.

4. South Farm.
10th August, 1933.

Dear Mother,

We reached here safely after a three hours' interesting journey. Uncle was at the station to receive us, and we drove off in a spring-cart and reached the farm before evening Aunt and Harry received us very affectionately. You will be glad to know that we are having a very jolly time of it. We play, catch fish, and amuse ourselves in various other ways. The farm is a beautiful place, and we like it much. Jack has learnt milking the cow, and I have learnt riding on horseback. Our most affectionate greetings to father.

Your loving son,
Tom.

5. We see two horses laden with hay. The riders appear to be very smart, but they are not neatly dressed. The horses are going along a wide track which looks like a winding stream.

6. Father	Mother.
Brother	Sister.
Uncle	Aunt.
Nephew	Niece.

7. It was the month of April. The wheat crop had ripened and yellow stalks stood waving in the fields. My father sent word to all his relatives and the ***Kamins*** of the

village to come and help him in cutting down the harvest on Monday, the 14th. People with scythes in their hands began to collect on the farm from early morning, and the reaping operations began with the rising of the sun. The labourers and others cut the plants, and bound them into sheaves. I watched them doing the work. The only help I could render was that I brought cooked food, *lassie* and ghee from home for the workers The work is very hard, and the labourers have to be given nourishing and refreshing food In the evening, the sheaves were loaded in a cart, and I drove the cart home. The operations continued for full twelve days, and then we had to help others, that is, those who had helped us Threshing commenced as soon as the whole harvest had been cut.

CHAPTER X.

LONDON.

1. NOTES AND EXPLANATIONS.

Page 51. **Sights**—objects seen, things and places. **Business part**—that part where business of all sorts, buying and selling things, is carried on. **Lined with**—flanked with rows of. **Warehouses**—storehouses, houses where (wares) things are stored. **Crowded**—filled with people. **Hurry**—pass in hurry, haste. **Wagons**—open carts. **Dock**—an enclosure near a harbour

where ships are loaded and unloaded. **Has time to spare**—has any leisure. **Strictly**—accurately speaking, precisely. **Caretakers**—*Chowkidars*, watchmen, persons hired to take charge of buildings in owners' absence. **Foremen**—principal workmen, mates. **Works**—factories. **Throng**—crowd. **By day**—in the day time. **Suburbs**—houses outside a town.

Page 52. Omnibus—a four-wheeled public vehicle with seats on roof as well as inside. **Conveyance**—carriage, vehicle. **Motor engines**—engines driven by electric power. **Shortly**—briefly. **In every direction**—on all sides. **Route**—way. **Backwards and forwards**—to and fro. **At the cost of**—on payment of. **Destination**—place where we wish to go. **Heart**—centre. **Step on**—get up. **Flight**—series. **Get a view**—see. **Conductor**—manager. **In exchange**—in return.

Page 53. But—only. **Sorts**—kinds. **Traffic**—(trade) coming and going of persons, goods or vehicles on road or rail. **To avoid an accident**—to see that no accident takes place, no collision occurs. **Paved with**—covered with. **Smooth**—of even and polished surface. **Wooden blocks**—thick pieces of wood. **Pavement**—paved footway. **Slightly raised above**—a little higher than. **Being run over**—being passed over by carriages. **Cross through**—pass from one side to the other. **Got half way over in safety**—covered half of the street safely. **To complete the crossing**—to cross completely, to reach the other side.

Regulated—controlled. **Vehicles**—conveyances. **To keep to one side**—to remain on one side. **Collision**—violent encounter, dashing together. **Lessened**- decreased. **Posted**- stationed. **Here and there**—at places. **Carried out** — observed **To keep order**—to see that all carriages pass one after another systematically. **Clear space**—unobstructed road. **Seizes the opportunity** — takes advantage of this chance.

Page 54. Of covering the ground—of finishing the journey, of travelling this distance. **Overtakes**– comes up with, catches up. **Slips through** gently makes his way through, quietly passes through. (Slips—slides). **Openings** —passages. **Country-folk**– villagers. **Risky**—dangerous **Used to**—accustomed to **Thinks nothing of it**—does not mind it much, does not care at all for it. **Come to a standstill**—stop altogether **Held up**—raised. **Stream**—a long line **In front of**--before **Mostly**– in majority of cases. **To stretch**—to extend. **Continuously** — in an unbroken line. **Space**—vacant room. **Attract**– draw **Customers**—buyers **Storeys** —flats **Stuck**—fastened. **Next door** nearest, adjoining to this shop. **Crocer**—a dealer in food stuffs—flour, tea, sugar etc. **Vests**—waist-coats. **Socks**—stockings. **Attractively** — beautifully, temptingly

Page 55 Passers-by — passengers. **A few leisure moments**—a little spare time. **Here and there**– in places. **Restaurants**—refreshment rooms. **Meals** — food. **Quick**

lunch—lunch ready-made. **Signs**—beckons. **In our turn**—as our turn comes. **Become fewer**—become less in number. **Rather**—somewhat. **Rows**—lines. **Throng**—crowd. **Pass in and out**—come and go. **Quieter**—more silent, where there is less noise. **Side streets**—streets on the sides **Main**—principal. **Hotels**—houses for entertainment of travellers **Park**—a large open space **Kept**—maintained. **As a public pleasure ground**—as a place open to the public for recreation and enjoyment. **Laid out**—planted with. **Walks**—roads for walking. **Awhile**—for a short time.

Page 56. Roll— turn the body over and over. **Delight in** — derive joy from. **Escaping** — running away, avoiding. **Dreary** — gloomy, dull **Are forbidden inside**—are prohibited from going in, are not allowed to go in. **Too crowded**—full of too many carriages. **Folk**—people. **At ease**—comfortably. **Nearing the end of its course**—coming near the end of the journey. Course=the distance it had to run. **Very well off**—very rich. **A stone's throw**—at a short distance, as far as a stone can be thrown. **Station**—place. **Tube Station**—station of a railway which runs underground. **Line**—rail. **Net-work of tunnels** — numerous underground passages running in different directions. **Tunnel**—an underground passage.

Page 57. Underneath—below. **See for ourselves**—see with our own eyes. **Descend**—go down. (Its opposite is ascend which means to go up). **Lift** — apparatus for raising or

lowering people to the other floor of a house, elevator. **Step through**—pass through, walk through. **Up again** — again comes up. **Packed with**—filled with, crowded with. **As close as may be**—as near as possible. **Attendant**—servant. **Turns on**—lets, frees. **Slide back**—gently move back. **Automatically**—of themselves. **Lit**—lighted up. **Vanish**—disappear from view. **Rumbling** — sound like that of thunder, thundering noise. **Rattles into the station**—enters into the station, making short and sharp sounds.

Page 58 Clanging—harsh sound **Press on**—move on, make our way through the crowd. **Is off** — starts. **Wasted on the Tube** — everything is done quickly, no time is lost. The Tube Railway does not stay long at any place **Bright**—lit up with electricity **Fast**—quickly. **Clatter**—noise **Echoing walls**- walls from which the sound is turned back. **Scarcely hear ourselves speak**—cannot hear our own words. **Hurry off and on**—hurriedly pass to and fro. **In no time**—quickly, in a short time. **Is in store for you**—is waiting for you, is ready for you. **Of its own accord**—automatically. **Still**—motionless **Effort**—exertion. **Serves instead of**—does the work of, serves the purpose of. **Expedition**—journey, trip. **Sights**—interesting scenes and places

2.—ANALYSIS.

1. London, the largest city, full of interesting sights. Business part is called the city. It is empty at night.

2. An omnibus—what it is—runs all over London.

3. Drive in a bus, starting from the Bank of England.

4. Slow motion, streets crowded, pavements.

5. Traffic control—drivers great experts.

6. The shops, large glass windows, behind which goods are arranged—restaurants.

7. The West-end of London, business houses fewer, dwelling houses in side streets.

8. Parks.

9. End of our course, houses of rich people.

10. Underground railways, lifts, tunnels, stations.

3.—SUMMARY.

London is the largest city in the world, and is full of interesting sights for a stranger. The business part of London is called the city. It contains offices, godowns and shops. During the day, the streets are crowded, but at night, the city is empty. Only a few clerks and *chowkidars* remain there at night. The workers live in the suburbs, and come every morning by train or omnibus. An omnibus is a public conveyance with covered sides and seats inside and on the roof, also. Omnibuses are now drawn by motor engines, and they run

all over London in every direction on a fixed route, so that one can go in a bus to his destination for a penny or two

Let us start from the Bank of England in a motor bus. We shall take our seat on the top. We go slowly, for the streets are crowded and the driver has to be very careful to avoid a collision. The street is paved with smooth blocks of wood. There are footpaths on both sides for foot passengers. In some streets, there are footpaths in the middle. These are very useful for people, because they are in danger of being run over

Policemen are standing here to control traffic. Wherever the road is clear, the driver goes more quickly, and sometimes quietly slips through a narrow passage between carriages. The policemen on duty sometimes hold up vehicles and do not allow them to move till other vehicles have crossed. The buildings are five or six storeys high In front of each shop is a large glass window, in which goods are attractively arranged. The boot shop, the grocer's shop, the clothier's shop, and the bookshop are all there There are restaurants, also, where the busy people of the city can get a ready lunch at midday.

As we approach the West-end, the offices and ware-houses become fewer. There are rows of fashionable shops crowded with customers. In the side streets are large houses of famous

doctors Here we come upon one of the many London parks.

A park is a public pleasure-ground, laid out with trees, grass and flowers. There are pleasant walks and seats, and big ponds where one can row. Children are seen playing about. Omnibuses are not allowed to enter, but fashionable carriages are allowed

At one corner, we see large houses belonging to very rich people, merchants, lawyers, and barristers

At the end of the road, you see a station with Tube Station written over it. This is the station of an underground railway. The railroad is far down below the surface, and we have to descend by a lift. A lift is like a small room with an iron gate It moves down from the street level to the railway far below the street, and up again, with an electric current We slowly sink down and down till we reach the bottom The gates then open, and we find ourselves in the tunnel.

The tunnel is long, and ends in a slope. On either side of it is a platform for the train. Below the platform lie the rails which vanish into a dark tunnel. We hear the rattling of the train as it enters the station from the tunnel Gates open, and we take our seats in one of the carriages. Soon the train is off again, and we enter the dark tunnel. We travel fast, stopping at every station every few minutes We now reach the Bank again.

As we get down, we see 'a moving staircase to street'. It moves continually upwards. We step on it and stop still, and we are carried upwards without any effort. This staircase serves the purpose of a lift. Stepping off, we get into the crowded street again.

4.—MODEL QUESTIONS.

1. Give a short description of the city of London.

Ans. See Summary.

2. Describe the 'Tubal Railway' system in London.

Ans See Summary.

3. What is (*a*) an omnibus, (*b*) a park, (*c*) a lift?

Ans. See Summary.

4. Explain :—

1. A fresh surprise is in store for you —(you will see a new thing which will surprise you).

2. No time is wasted on the Tube—(The underground trains do not stop long at any station).

3 The station is only *a stone's throw* from here—(at a short distance, up to which a stone may be thrown).

4. The lift is *packed with* people, standing *as close as may be* to one another—(crowded with, as near as possible).

5. The omnibus is *nearing the end of its course*—(reaching its destination).

6. Soon we *come to a standstill*—(stop altogether).

7. He *is used* to the risk and *thinks nothing of it*—(is accustomed, does not care much for it).

8. The Bank lies in the *heart* of the city —(centre).

9. No one has any *time to spare*— (leisure).

5. Explain.—(*a*) Moves of its own accord—(automatically, of its own free will). (*b*) Passengers hurry off and on—(on all sides, this way and that). (*c*) The people are very well off—(rich). (*d*) The rules are carried out—(observed). (*e*) From twelve to twenty men were there—(between). (*f*) We go but slowly—(only) (*g*) Here we are again in no time—(quickly, in a short time). (*h*) Let us see for ourselves—(with our own eyes). (*i*) A man who has crossed the road half way over safely may stop here in the central footpath—(has crossed half of the road while going from one side to the other.)

6. Explain:—Echoing walls, dreary miles, pleasure-ground, leisure moments, passers-by, a stream of vehicles—(an endless line), flight of stairs.

Ans. See Notes.

7. Give the meaning of :—Vanish, rumbling, rattling, automatically, throng, pavement, restaurant, collision. **Ans.** See Notes.

5.—ANSWERS TO QUESTIONS GIVEN IN THE BOOK.

1. See for these and such other phrases and sentences Model Questions 4 and 5

2. I cannot *spare* a minute for this work —(verb) I have no *spare* money—(adjective). Sparingly—Use the cane *sparingly*—(on rare occasions). The rules are very *strict*. The rules were *strictly* enforced. *Empty* this bag —(verb) I found an *empty* bag—(adjective). A *crowd* gathered in front of the shop—(noun). He made his way through the *crowded* street. Don't *crowd* into the street —(verb). *Convey* this news to him. An omnibus is a public *conveyance*. *Choose* your companions carefully. Your *choice* has fallen on a bad man. The Captain directs the course of the ship. He ran in all directions. I am not directly concerned in this matter.

3. Learn the passages by heart, and translate them yourself (*b*) There was ***no one*** in the office *but* the clerk who was arranging the registers. Who is *in charge of* this class? The monitor could not ***keep order*** in the class. He ***kept*** this horse ***as*** a show. The people of this town are ***very well off***. The guard whistled and ***the train was off***. Students should not waste time in idle talks.

4. (*a*) It is a simple sentence. An omnibus—subject with its enlargement; is—finite verb; a public conveyance with covered sides and a roof—complement. (*b*) It is a compound sentence. (1) we pay ..conductor—Principal clause; (2) and receive .exchange—coordinate to (1); (3) the driver... engine—coordinate to (1) and (2); (4) and we.. off—coordinate to (3).

5. (*a*) Which part of London is called the city? (*b*) Where do the workers of London live at night? (*c*) How is traffic regulated in London? (*d*) How do passengers reach the Tube Station from the street? (*e*) What is the best conveyance for a stranger to see and learn something about London? (*f*) What have you learnt from this lesson about the underground railways in London?

6 1 London is full of wonderful sights which baffle description.

2 As we pass through London, we feel as if we were in a dreamland

7. There are shops on both sides of the streets. Some are five, or six storeys high The streets are overcrowded, and the driver has to drive the bus very carefully to avoid a collision. Foot passengers walk on the pavement. The shops are overcrowded with customers. We pass a park where people are enjoying themselves. Children are playing, and gentlemen are taking the air in their carriages. We see the pond beyond, where

young people are boating. We rush past slow vehicles.

8. For the description of a village, see The New Golden Treasury of Essays and Letters.

CHAPTER XI

TEACHING THE DEAF AND DUMB.

1. NOTES AND EXPLANATIONS.

Page 59. Dumb—those who cannot speak. **Not uncommon** — (double negative) quite common. quite an ordinary thing. **To come across**—to meet. **So-called**—who are not really so. **As a matter of fact** — in reality. **Make known to others**—convey to others.

Page 60 Out of doors — out of the house or room. **Earliest** — first of all. **Sang us to sleep**—lulled us to sleep. **Grew**—came. **Imitate**—copy. **Put into words**—express in words. **That came into our minds**—that occurred to us. **Pronounce**—utter. **In the strict sense**—strictly speaking, exactly, truly. **Still** — soundless. **Questioning** — asking a question.

Page 61. Eager—prompt. **Facing**—sitting in front of. **Watch**—see carefully. **Intently**—atten-

tively, carefully **Repeated**—done again and again. **Pupil**—student. **Set**—number.

Para 62. Stands for—means **So on**—thus are taught other words also. **Partly** —to some extent. **Guess**—conject ure.

Page 63. At length—in detail. **In fact**—really. **All the same**—nevertheless, notwithstanding. **Muscles**—fleshy parts which are used in all movements. **Going** —working. **Start these going**—begin to move them **Vibrations** —rapid repeated movements **Organs**—parts of body adapted for special vital function. **Vibrating**—moving

Page 64. Struck me — astonished me. **Brightness**—cheerfulness. **Sooner or later** — some day, in the long run. **Chattering** — talking **Enjoying** — feeling happy in. **To dawn upon him**—to appear to him. **Strange** —uncommon **Sharing** – taking part **Comrades** —companions **Longs**—desires. **Perplexed**—puzzled **To make up for** - to supply the defect **Sense** —organ. **The sense which he does not possess**—the sense of hearing. **Making the best of**—using to the utmost. **Those** —that is, senses.

Page 65 Thoroughly — perfectly. **All that is in his mind** — his thoughts **All the same**—in spite of all this **Converse**—talk. **Reap** —gain, obtain, derive **Reap all the enjoyments** —enjoy all the pleasures **Turns his thoughts from**—turns his mind away from, does not think of. **Infirmity**—physical weakness, or

defect. **Steadily**—resolutely. **Looks on the bright side of things**—thinks only of the beautiful and joyous things of life, cultivates a bright and hopeful outlook on life, thinks only of the good things of life.

2.—ANALYSIS.

1. Very few people known as deaf and dumb are really dumb. Only they have not learnt to speak. They are only deaf.

2. How a child learns to speak, why the deaf do not learn to speak.

3. How the deaf are taught to hear sounds, how they learn the meaning.

4. How the deaf learn to speak.

5. The knowledge of the deaf child that he cannot enjoy life like others makes him miserable—how he can overcome this feeling.

3.—SUMMARY.

There are very few people who are both deaf and dumb. The majority of these people are only deaf and they remain dumb, also, because they have not learnt how to speak. If they had been taught to speak, their deafness would not have prevented them from expressing their thoughts in words

How a child learns to speak—Little children live in a world of sounds from the very beginning. The earliest sound they hear

is of their mother's voice. Then sounds of birds and beasts, of the wind, of the water, and of the thunder, and of the voices and cries of the people, noises of carts, of people walking or moving, of doors opening and shutting —all these they hear. And when they hear people speaking, they come to know what their words mean. Then they begin to imitate them, using the same words to express their thoughts.

The deaf child does not learn to speak—because he hears nothing, and so never knows of sounds which he may imitate. He remains, not dumb in the strict sense, but speechless.

How the deaf are taught to hear rather see sounds—The deaf cannot hear any sound, but in the school where they are under training, they are made to 'see' the sounds you utter. They carefully watch the movements of your lips and tongue, and by repeated watching of the mouth, the pupil comes to know the word you utter.

How they understand the meanings of words—The deaf learn the meanings of words in the same way in which we do The child knows the meaning of the word 'cup when the 'cup' near at hand is pointed out to him whenever the word 'cup' is uttered. We learn words by hearing, and their meanings by hearing others explain them to us, by seeing things and actions they stand for, and sometimes we guess their meanings from other words in the

sentence. The deaf pupil understands language in the same way except that words to him are not sounds but movements, and he connects meanings with these.

How the deaf learn to speak—You know that in order to create sounds certain muscles of the throat and mouth are moved. The deaf child also can utter these sounds, unless he is really dumb He cries when he is hurt. When he makes these sounds, he moves his lips and tongue only But in uttering words, muscles at the back of the mouth towards the throat have also to be moved. The teacher makes the deaf pupil touch his throat when he speaks and thus he is taught to move those very muscles of his own throat.

How the deaf learn to enjoy life—A deaf child soon finds out that he is different from other people. He sees others laughing and talking and playing, and enjoying each other's company, and he finds out that there is some defect in him which prevents him from sharing in the life of his comrades. At first he feels miserable and perplexed. The teacher frees him from this sad feeling, and trains him to make up for the sense which he has not by making the utmost use of those which he has. Thus his mind is turned away from his infirmity, and he is taught to look on the bright side of life.

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4. MODEL QUESTIONS.

1. How do we learn to speak and to understand the meanings of words?

2. Why does not the deaf child learn to speak? Are all deaf people really dumb also?

3. How are the deaf taught to hear, or rather 'see' sounds? How do they understand their meanings?

4. How do the deaf learn to speak?

5. What are the feelings of the deaf in the beginning? Why are they sad?

6 How are the deaf taught to enjoy life?

(For answers to the above six questions, see Summary).

7. Explain.

(*a*) Happiness will come to him only if he turns his thoughts from his infirmity and looks steadily on the bright side of things.

(*b*) She trains the pupil to make up for the sense which he does not possess, by making the best of those which he does.

Ans. See Notes.

8. Give the meanings of—to dawn, to long, vibrations, to come across, as a matter of fact, in the strict sense.

5. ANSWERS TO QUESTIONS GIVEN IN THE BOOK.

1. Learn these sentences:—

1. It is not uncommon *to come across* people who are said to be deaf and dumb —(meet).

2. The child *comes to know* what you say if the meaning of the word is explained to him—(understands).

3. Seeing others talking, *it dawns upon the deaf child* that he lacks something, for which he cannot share their joys—(it appears to him).

4. He gave him money *to make up for* the loss—(to compensate).

5. You must make up your deficiency *by making the best of* the time you have at your disposal—(by employing it to the best advantage).

2. 1. The problem is difficult; however let us try it.

2. The child imitates the sounds made by those around him.

3. The pupil stood facing the teacher.

4. So far as their power of speech is concerned, all deaf persons are not dumb.

5. He did not move, partly because he did not wish to go, and partly because he did not hear you.

6. The child connects the words with their meanings.

7. Take, for instance, the word *'cup'*.

8 Take any object whatever, you will find it interesting.

9. How he longs for the picture of his mother!

3. (*a*) Translate these passages yourself.

(*b*) Learnt, heard, explained, saw, stood, guessed, trained, made, possessed, did.

4. (*a*) to put everything that comes in one's mind in words (*b*) sang us to sleep (*c*) to utter strange sounds (*d*) much in the same way that you and I do.

5. *Tailoring, carpentry, painting, basket-making* and *weaving* are some of the occupations which are suitable for the deaf and dumb, because in these it is the hands and eyes which are mostly in use. Hearing and uttering of words are not much required.

CHAPTER XII.

FUEL.

1.—NOTES AND EXPLANATIONS.

Page 66. **Want**—wish. **Consider**—think over. **Various**—different. **Fuel**—material for fire, such as coal, wood **Substances**—materials. **Household** — domestic. **Feeding** — supplying material to keep alive (fire). **Vary**—change. **Customs**—habits. **Dung cakes**—cakes made

of dung of animals, such as cows. (Cakes—thick flat masses of any substance). **Dung** — excrements of animals. **Yards**—compounds. **At any rate**—in any possible case, at least. **Baking** — hardening by heat. **Pit** — a hole in the earth. **Glows**—burns. **Mild**—temperate.

Page 67. **For example** — for instance. **Artificially warmed** — warmed by fire, by artificial means **Far too cold for comfort**—too cold to be comfortable, so cold that they cannot be comfortable at all **Entirely**—wholly. **Can be had**—can be found, obtained. **In abundance**—plentiful. **At very little cost**—cheap. **Vast**—extensive. **Prairies**—large treeless tracts of level or grass land. **Intense** — severe. **At times**—now and then, sometimes. **Stove**—a kind of closed apparatus in which heat is produced by burning fuel for warming or cooking. **Tightly**—closely. **Packed**—pressed **Pasture**—grass. **Preserved**—protected, guarded.

Page 68. **At will**—as they please. **Much more often**—very frequently **Factories**—workshops. **Industrial occupations**—employment in manufacturing factories. **Rows**—lines. **Living**—livelihood. **Seldom**—rarely. **Own**—possess. **Regular** — systematic, fixed **Weekly**—paid every week. **Wage**—amount paid for work done. **Local** — belonging to that place. **As a matter of fact** — in reality. **Struck them** — occurred to them. **Profitable** — useful. **More profitable way**—that is, as manure. **Soil** — earth. **Plant food**—food to nourish plants. **Draw out**—derive.

Page 69. Year after year — for several years. **Consequently** — as a result of it. **Used up** — exhausted **Lose in quality** — deteriorate, are of inferior quality. **Roots** — parts of plants under ground. **Manure**—apply manure (dung mixed with soil to fertilize land). **Economical**—profitable.

2.—ANALYSIS.

1. Different kinds of fuel used in different countries according to climate, and natural conditions.

2. Wood, dung cakes, and charcoal used in India—climate mild and wood plentiful — fire not much needed

3. Wood used in Canada, straw in prairies.

4. In England, wood cannot be had easily —forests cut down — dung also not obtainable by poor people. Dung used there for manure — need of manure for land.

3.—SUMMARY.

Fuel means a substance used for burning. There are different kinds of fuel. Indians use wood or dung cakes, and sometimes charcoal. These are good enough in a country with a mild climate, where people live mostly out-of-doors, and fires are needed only for cooking, and that, too, for a short time.

In colder countries, more fire is needed for keeping the houses warm.

In Canada, wood is extensively used, and it can be obtained from the forests in abundance. On the prairies where cold is intense, there being no forests, it is difficult to get good fuel, therefore straw obtained from crops of wheat is burnt in stoves.

In England, wood cannot be easily obtained, for the forests have been largely cut down, and those that remain are strictly protected. Secondly, a large number of men work in factories, and live in small houses near the factories, and have no horses or cattle. The agriculturists work only for wages, and the sheep, horses and cattle on the farm belong to the land-owners. and not to them. So dung also is not available to them for fuel. Besides, dung is used in England as manure, and not as fuel. You know that plants derive food from the soil, and this supply of food will be soon exhausted and crops will fail if it is not returned to the earth in some form or other. The farmer, therefore, ploughs the dung dropped by horses or cattle into the land. Thus dung is put to a much better and more profitable use in England than in India. Perhaps it has never occurred to the people of England that dung can be used as fuel, also.

4.—MODEL QUESTIONS.

1. Name some substances used as fuel.

Ans. Wood, dung cakes, straw, coal, charcoal.

2. What substances are used as fuel in India, and why?

Ans. Wood and dung cakes are used as fuel in India, because both are easily obtainable. Besides much fire is not needed in Indian houses on account of the mild climate.

3. Why is not dung used as fuel in England? To what use is it put?

Ans. See Summary.

4. Why is manure useful for land?

Ans. It returns to the land the food which plants have sucked from it. If this food is not returned, store of food in the earth would soon be exhausted, and no crops would grow.

5 Explain:—

1. Woods are strictly preserved in England—(protected).

2. People cannot cut wood at will—(as they please).

6. What are prairies?

Ans. See Notes.

7. How is charcoal made?

Ans. Charcoal is made by baking wood in a pit without letting it burn, so that it turns black, and when burnt, it lasts longer than wood does.

5.—ANSWERS TO QUESTIONS GIVEN IN THE BOOK.

1. (*a*) Wood turns black when baked.

(*b*) As a matter of fact, they have never thought that dung is good fuel.

2. (*a*) Whether he comes or not, I must go. (*b*) Dung is never used for fuel in England. (*c*) According to his advice, I consulted a doctor. (*d*) At any rate, you must have seen charcoal used as fuel, if you have not used it yourself. (*e*) Men are mostly employed in factories. (*f*) Even if pressed, they would not go. (*g*) There I saw a house to let. (*h*) Some men burn wood, others dung cakes.

3. (*b*) 1. Such substances as are used for fuel can be had here in plenty.

(*b*) People cannot cut wood at will.

(*c*) He must pass or he shall be fined.

4. (*a*) People—subject; in cold countries —enlargement of the subject, spend — finite verb; the greater part of the day—object with its enlargement; inside their houses—adverbial adjunct. (*b*) wood—subject; is—finite verb; obtainable — complement, by poor folk, not, easily, in England—adverbial adjuncts.

5. In our village, the following substances are used for fuel:—(*a*) dung cakes made by womenfolk (*b*) scrubs, reeds, dried grass, wheat and cotton stalks, pressed sugar canes, wood, twigs of trees, and dried leaves.

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CHAPTER XIII.

COAL.

1.—NOTES AND EXPLANATIONS.

Page 70. Ready to hand—available in a ready form. **Bound**—certain. **Trucksful**—(*cf*. cartful, armful, handful) as much as can be loaded in trucks. **Siding**—a short line of rails apart from the main line. **Supplies**—stores. **Damp**—wet. **Swampy**—marshy. **Curious**—of strange kinds. **Gigantic**—big. **Dense**—thick. **Undergrowth**—shrubs growing under or among trees. **Decay**—rot, decompose, waste away. **Open**—exposed to sun.

Page 71. Trickling—gently flowing. **Solid**—hard. **Ages**—periods of time. **Receded**—fell back. **Sprang up**—grew. **On top**—above. **The same process repeated itself** — the same thing happened again, that is, leaves, branches and trunks of these trees fell and were covered over with sand, mud and clay. **Seam**—a vein or stratum. 'Seam' literally means a line formed by sewing together of two pieces. **Conclude**—draw this conclusion, argue. **Impressions**—marks.

Page 72. Unearthed — dug out. **Bed**—layer or stratum. 'Bed' also means (1) a couch or place to sleep on, (2) a plot in a garden, (3) the channel of a river. **Microscope**—an instrument for seeing minute objects. **Composed** — made. **Extracted** — drawn out,

taken out. **Peat** — decayed vegetable matter. **Undergone** —passed through. **Bogs** — soft ground, marshes. **Blocks**—masses. **Smouldering** -slowly burning. **It would cost much** – it would be very expensive. **Near at hand**—nearby. **Underground** — subterranean. **Shaft** — entrance to a mine. (It also means (1) the pole of a carriage, (2) anything long and straight. **Descend**—go down. **Let down**—dropped down.

Page 73 **Fades away**—disappears. **Main** — chief, principal. **Tunnels** — underground passages. **Leading off** — branching off. **Laid** —placed. **Trucks**—open carriages. **Go rolling along** — move along. **Slung up** — thrown up. **Worked**—moved. **Underworld**—underground world. **Led**—passed. **Cheered** -pleased. **Wages** — payments for work **Or** — otherwise, if they were not paid higher wages. **Induce** —persuade. **Take up** — do. **Pick** – a sharp pointed instrument. **Machine-cutters**—cutters fixed to machines. **Blasted out**—blown out. **Pillars**—columns, supporting a building.

Page 74. **Propped up**—supported **Beams** —large straight pieces of iron or timber, supporting a building, roof or ship (What are the beams of the sun=rays). **To light their work** —to light up the place where they worked, to supply them with light while they were at work. **Explodes**—blows up. **Comes in contact with** — meets. **Naked** — open. **Lack** — deficiency, want. **Ventilation**—letting in fresh air. **Funnels**—tubes. **Foul**—bad, dirty. **Escape** —get out. **Mechanical pump**—pump worked

by machine. **Pump** — a machine for raising air or water. **Reduced** - lessened. **Done away with**—removed.

Page 75. **Respect**—way, manner. **Added** —additional, one more. **In spite of**—notwithstanding. **Such and such a mine** — a certain mine. **Gallery entrance** — entrance to the tunnel. **Blocked**—shut up **Rescue parties**—parties to rescue men from danger. (Rescue= to free from danger.) **Stuff** — material. **Factories**—workshops. **Grating** — a frame of bars. **Chimney**—a tall structure.

Page 76. **Gives off**—emits. **Smuts**—spots of dirt or soot. **Fogs** — thick mist, vapours from land or water.

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2. ANALYSIS.

1. Coal and peats used as fuel in England.
2. What is coal?
3. How were coal-mines formed?
4. What is peat?
5. What are coal-mines like?
6. How are they worked?
7. Workers and their wages—how coal is cut.
8. How light is supplied.
9. The system of ventilating mines.
10. Dangers in mines?

11. The use of coal in England very extensive—in factories and in houses.

12. The smoke nuisance in manufacturing towns

3. SUMMARY.

Coal is used for fuel in England. There is a large supply of it there.

What is coal?—Coal was once wood. Thousands of years ago, the forests of England were damp, and contained big trees. The leaves, branches and trunks of these trees which fell to the ground were gradually covered over with sand, mud and clay, and formed solid black masses which became coal. It is possible that some of these forests were at one time covered by the sea, for the surface of the earth changes in the course of ages. The sea receded again, and left the land above them dry. Then other forests sprang up, and the process was repeated. The different seams of coal are so many forests which were buried at different times Impressions of plants have been found in the clay, and sometimes whole trunks have been dug out.

Peat is another kind of fuel which consists of vegetable matter buried in bogs. It is dug out and left in the sun to dry. It makes good fuel.

What are coal-mines like?—A coal-mine is an underground city. A pit, called shaft, is sunk into the earth. It is the entrance. Miners

descend by means of iron baskets which are let down by strong chains. There are long tunnels with passages leading in different directions. Rails are laid and trucks go along drawn by ponies. Coal is thrown up to the world above in iron baskets, and empty trucks return to the miners to be refilled.

Hundreds of men and boys work in this dark underworld. They scarcely ever see the light of the sun. Miners receive higher wages than other labourers on account of the unpleasant nature of the work they do.

How coal is cut —Coal is cut with sharp instruments, or where it is very hard, it is blasted out with gunpowder. The roof is supported by columns or wooden beams

Light — Formerly coal-miners used candles to light their work. This was very dangerous, for coal contains gas, and when this gas comes into contact with a flame, it explodes. Many lives were thus lost. Now miners use the safety-lamps which they carry in their caps.

The second danger was that of sickness which was caused by lack of fresh air. Now the system of ventilating coal-mines has been much improved. Air-funnels are sunk into the mine from the open air at either end of the tunnel, one to admit fresh air, and the other to expel foul air. In order to force air into the passages, mechanical pumps and fans are used. Thus chances of sickness have been reduced, but fresh air has added

another danger to the life of the miners. Coal-dust when coming into contact with fresh air explodes. We often read of such explosions. Sometimes the entrance to a gallery is blocked by falling coal and earth, and the workers are either buried alive or killed. Rescue parties are formed to dig out these unfortunate men before it is too late.

England possesses extensive coal-fields, and coal is used all over the country in houses, in factories, and for driving railway engines and steam-ships.

In every house, coal is burnt in a furnace, in which there is a grating to let the ashes fall through, and a chimney to carry off the smoke.

A great disadvantage of the use of coal is the smoke it gives off. The air of manufacturing towns is thick with smoke, and if you go out for a walk, you come back with your face blackened with soot. The fogs in London are also due to this cause.

4.—MODEL QUESTIONS.

1. Answer the following questions.—

(*a*) What substances are used for fuel in England?

(*b*) How is coal formed?

(*c*) What is peat?

(*d*) What are the dangers in a coal-mine?

(*e*) How is fresh air supplied in the mines?

(*f*) How is light supplied in the mines?

(*g*) What is a coal-mine like? Describe how it is worked.

Ans.—See Summary.

2. Why are wages of workers in coal-mines higher than those of ordinary labourers?

Ans. – (On account of the great risks they run).

5.—ANSWERS TO QUESTIONS GIVEN IN THE BOOK.

1 (*a*) There is a large supply of fuel in the form of coal *all ready to hand*—(easily available, ready made).

(*b*) You are *bound* to have seen coal—(certain).

(*c*) *In order to* guard against such dangers, great precautions are taken — (with a view to, for the purpose of guarding).

(*d*) You will see a mine *some* time *or* other in your life—(some day).

(*e*) We read that an explosion has taken place in *such and such a mine* — (a certain mine.)

2. **Synonyms** (words of identical meanings)—huge, small, retreat, persuade.

(*a*) **Antonyms** (words of contrary meanings)-flame, rapidly, present, far off or distant.

3. (*a*) The leaves are covered over with sand

(*b*) We conclude from his appearance that deep anxiety is the cause of his ill-health.

(*c*) Your essay is particularly good.

(*d*) The roof is propped up by columns.

(*e*) Lack of fresh air is the cause of sickness.

(*e*) Smoke escapes through the chimney.

4. Translate it yourself.

5. (1) Formerly candles were used by coal-miners.

(2) Now a lamp is used by miners

(3) One of these lamps is worn by each man in his cap.

6. Does coal dust catch fire easily ?

Do brave fellows go down into the mine?

Does coal give off dirty smoke?

7. An explosion took place in a coal mine. The entrance to a gallery was blocked up by falling coal and earth. Shouts for help were heard, and people at once rushed to rescue the unfortunate miners before they should die of thirst and hunger. One party of rescuers first went down into the mine. They were let down the shaft in a cage. Reaching the blocked entrance, they set to work to remove the earth and coal, and clear the passage with picks. At length, they succeeded in removing the rubbish They called for the miners, but got very faint replies. From this they concluded that they were choked, but were yet alive. They went further, and lifted some four or five men in an unconscious condition and brought them to the surface. Another rescue party came, and a few more miners were dug out of the heap of fallen coal. They

had been crushed under the *debris* and their dead bodies were recovered. On investigation, it was found that one worker had not carried a safety lamp with him, but had only a candle. The coal-gas coming into contact with the naked flame caused the explosion. Coal and earth fell in consequence, blocked the entrance, and buried the workers alive underneath.

Now-a-days great precautions are taken to prevent such accidents, and openings are made in several places in the mines to admit fresh air.

CHAPTER XIV.

THE INVITATION.

1.—NOTES AND EXPLANATIONS.

Page 77. To England—for going to England. **Has struck me**—has occurred to me. **Glad of**—pleased to have **To take charge of you**—to look after you. **Show you round**—take you round to the places worth seeing. **Talk it over** - discuss the matter. **Your decision**—what you settle about the matter. **Passage**—voyage, conveyance as passenger by sea. **Without delay**—at once, without any loss of time. **To give a short notice**—to give little time for preparation. **Chilly**—cold. **Get to**—reach. **Particulars**—details.

Page 78. See his way to—will have no objection to. **Proposal**—suggestion. **Trip**—journey. **Practice**—use. **It would be excellent practice for your English**—you will have a good opportunity of speaking in English and improving your knowledge of the language. **Managed**—arranged, done **Without difficulty**—easily. **Gratefully**—thankfully. **Accepting offer**—agreeing to the proposal or invitation. **There were farewell visits to pay**—He had to see friends to bid them adieu. **In the foreign climate**—in the strange country. (Climate stands here for country). **Departure**—going, journey. **Eagerly**—excitedly. **Mail**—train by which mail (letters etc.) are carried **Engaged**—got reserved. **Berths**—sleeping-places **It promises to be very crowded**—it appears that the train will be overfull of passengers. **See about**—arrange for. **Luggage**—the trunks, bags etc. of a passenger.

Page 79. Have your luggage labelled—have small slips on which the name of the owner etc. is written fixed on your boxes etc. **Accustom yourself to**—get the habit of. **Led the way to**—conducted him to. **Baggage office**—office on a railway station, where the luggage of passengers is weighed. **Handed over**—given over. **Porter**—coolie. **Stowed away**—placed. **Van**—carriage. **Lighter**—not heavy. **Packages**—bags, bundles. **Made their way to**—went to. **Refreshment-room**—a room at a railway station where passengers can have drink and food on payment. **See about some supper**—

have a little supper. **Taken**—booked. **Taken passages** — booked seats, engaged seats by previous payment. **Mongolia** — name of the ship. **Due to sail**—was to sail according to the day and time fixed for it. **Punctual to time** —at the exact time fixed for it. **Waved good-bye** — waved their hands or handkerchiefs by way of farewell. (Wave = move). **Tired out** —exhausted. **Rugs**—carpets. **Pillow**—cushion, linen stuffed with cotton etc , for the head. **Lie down for the night**—lie down to sleep or to rest for the night. **Occupied himself** — engaged, busied himself. **Sped past**—flew past, rapidly passed before his eyes. **Noticing**—observing.

Page 80. Home—country. **To flag** — to lessen, to decrease. **Heartily** — simply. **Too glad to hear** — very glad to hear. (Note the force of 'too' here. It means very. It is not negative here as in — "too weak to walk"). **Destination** — the end of their journey. **Dirty and dusty**—covered with dust and dirt. **His first thought**—the first thing of which he thought, his first care. **Take a stroll round**—walk round the place. (Stroll = walk). **Of course** — necessarily. **The great expanse of water** — wide stretch of water. (Expanse = area, extent). **Smooth** — even, not agitated. **Shiny**—bright. **Went on board** — went on the ship. 'Board' means the ship's side. Find out the other meanings of 'board'. **Steamer** — vessel propelled by steam. **Full of interest**—very interesting. **To share** — to occupy together. **Tiny** — small. **Downstairs** —in the lower storey. **To distinguish** — to differentiate. **To economise**

space—to turn the small space at their disposal to the best account, to make the most of the limited space.

Page 81. Port-hole — an aperture in a ship for admission of light and air. **Looking out over**—over-looking. **To occupy** — to take up. **Room**—space. **Tidy** — in order. **Or** — otherwise **To turn round** — to move round. **To do his best**—that is, to keep things as tidy as possible. **Set off** — started, began. **Explore** — examine, inspect. **For fear**—lest. **He might get lost**—he should lose his way.

2.—ANALYSIS AND SUMMARY.

Mr. Newton was going to England on six months' leave. He asked an Indian youngman, named Ahmad, to accompany him. The father of the boy agreed to the proposal.

The day of departure arrived, and Ahmad reached Lahore. He was met by Mr. Newton at the railway station They were to travel by the Bombay Mail, and there was yet an hour or so to the departure of the train. Mr. Newton bought tickets, and had the luggage labelled and weighed. The heavier packages were sent to the luggage van, and the lighter ones were put in the carriage in which they were to travel Mr. Newton had got two lower berths reserved.

After taking a little supper, they took their seats in the railway carriage, and the train moved off, punctual to time.

Ahmad spread his rugs and pillow, and lay down for the night. The next day was very hot. Ahmad looked out of the window at the towns and villages as they flew past. By noon on the third day, they reached Bombay.

Ahmad was delighted to see the sea. Next morning, they went on board the ship. They both had one cabin in a lower storey. The beds were fixed one above the other, and the trunks were pushed underneath the bed on the floor. There was a little window overlooking the sea. Every thing in the cabin occupied the smallest possible room. Ahmad noted the number of his room, and went out to see the other parts of the ship.

3.—MODEL QUESTIONS.

1. Write out a short summary of this chapter.

Answer.—See Summary.

2. Explain—

(*a*) I hope your father *will see his way to* agreeing to my proposal—(will have no objection to).

(*b*) The trip to England would be excellent practice for your English—(would afford a good opportunity for the improvement of your English).

(*c*) He gratefully accepted the offer—(thankfully accepted the invitation).

(*d*) I am sorry to give you such short notice—(very little time to prepare for the journey).

(*e*) I shall show you round during our stay—(take you round to the places worth seeing).

(*f*) The train moved off punctual to time—(exactly at the fixed time).

(*g*) He led the way to the baggage office —(led him to).

(*h*) They had taken their passages in the Mongolia—(had got their seats booked).

(*i*) We will take a stroll round—(walk round the place).

(*j*) His interest began to flag—(to grow less).

3. Give the meanings of :—

(1) Expanse of water, smooth and shiny, tidy, to economise space.

4.—ANSWERS TO QUESTIONS GIVEN IN THE BOOK.

1. Learn these sentences:—

1 I shall show you *round* during your stay in London.

2. *Talk over* the matter with your father.

3. I am sorry I am *giving yau such short notice* for the journey.

4. I hope your father *will see his way to* agreeing to the proposal.

5. The cabin is so small that if things are not kept in order there will be no *room to turn round.*

2. (1) ***Meri salam dena.***

(2) ***Bila shuba Ahmad bara khush tha.***

3. (1) The train will start in an hour and a half's time.

(2) The train promises to be crowded.

(3) His first thought on arrival was to get a bath.

4. 1. I shall start for London in a few days' time.

2. You will have to accustom yourself to English food.

3. I shall see about the tickets — (arrange).

4. His failure was due to his illness. The ship is due to sail in two hours' time.

5. Let us put numbers on the rooms to distinguish one from the other.

6. Take care to keep everything tidy.

5.

Gujranwala.
March 21, 1924.

My dear Mr. Newton,

I received your very kind letter of the 24th instant this morning, and the prospect of visiting England in your company filled me with ecstacy. I at once ran to my father, and gave him your letter to read. Needless to say, he readily agreed to the proposal, and said that nothing could be better than my going to England with a kind and experienced

gentleman like you. The trip will certainly be of great advantage to me, and I value highly the privilege of your company, which I am sure will stand me in good stead in a foreign country. I have started making the necessary preparations according to your instructions, and shall be glad to know the day I should meet you at Lahore My father sends you his best compliments, and feels grateful for this practical proof of your kind interest in me

With my best regards,

I am,

Yours sincerely,

CHAPTER XV.

THE SHIP.

1. NOTES AND EXPLANATIONS.

Page 82. Flights — series. **Peep**—look. **Narrow** — small **Learnt** - came to know. **Worked** — moved. **Countless** — numberless. **Voyage**—journey by sea. **Made up**—prepared. **Dispensed**—gave.

Page 83. Prepared—set ready. **Inviting**—attractive. **Silver**—silver utensils. **Sorting**—separating one from the other, selecting.

Hanging over — leaning over. **Railing** — balustrade, a fence. **Calling a last good-bye**—bidding last farewell. **Up**—that is, walked up. **Open**—exposed. **What they could be for** — for what purpose were they kept there. **Pouring**—issuing. **Endless** — numberless, countless. **Find**—meet. **Good-byes**— farewell greetings. **Waving**—moving—**Chattering**—idle talks.

Page 84. Directing—guiding **Glide**—move slowly, smoothly. **To the side**—to the side of the ship. **To have a last good look at**—to have a last view of, to look for the last time at. **Warned**—told beforehand. **Sea-sick**—vomiting or inclined to vomit from motion of the ship. **Suffered a good deal of teasing**—had been teased a great deal. **On that account**—for that, (for his being sea-sick). **Unpleasant**—disagreeable. **Delight**—joy. **Was in no way affected** — was not attacked at all. **A good sailor** — one who sails in a ship without being affected by sea-sickness. (' Sailors ' also means seamen.) **Rolling**—moving. **Steamed along**—went along. (Steamed = moved by steam.) **By no means**—not at all. **Shared**—held. **Cheered up** — felt happy, looked healthy and bright. **Settled down into a regular routine**—things returned to their normal course. The daily duties came to be performed according to a fixed programme. (Routine—regular performance of certain acts). **Mattress**—a canvas case stuffed with hair, straw etc., used as bed. **Blanket**—a woollen sheet. **Bed-time** — time to retire to sleep.

On the board — on the deck. **Stuffy** — lacking fresh air, close, fusty. **Availed themselves of it**— took advantage of this choice. **It meant very early rising**—such persons had to wake up very early. **Dawn**—sunrise

Page 86. Crew — the sailors, the whole body of men who work on the ship. **Buckets**—vessels for drawing or carrying water. **Hoze-pipe**—flexible tube for washing floors, roads etc. **Started**—began. **Scrub** — rub hard to clean and brighten. **From end to end**—from one end to the other. **Chota hazree** —light dinner before breakfast **Energetic** — active. **Assembled** — gathered. **Briskly** — rapidly. **Up and down**—to and fro. **Lazy** — idle **Chatted**—talked. **Adapted to**—suited to. **Limited** — small. **Stretched** — put up **Boarded** -- covered with boards, (pieces of timber). **Side-rail** — the fence on the side. **Overboard** -- over the side of the ship. **Wireless telegraphy** — electric apparatus by means of which messages can be sent to long distances without the help of wires.

Page 87. Startled—alarmed. **Shrill hoot**—a harsh loud sound. **Hastening**—going in haste. **Unwinding**—unfolding, opening out. **Made for** -went towards. **Swing**-move from their places. **Lower**—let down. **Gone wrong**—been amiss. **Reassured**—comforted. **Alarm**—signal. **From time to time**-every now and then, occasionally. **Go through**—perform **Fire and life-boat drill** —the practice of the methods of extinguishing fire, and letting out life-boats to save the lives of passengers (A life-boat is a light boat carried on board the ship for 'saving lives in a

storm). **Is in working order** — is all right, is fit for work. **Hosed on** — poured through a hoze-pipe. **Broken out**—burst forth. **Were for**—were meant for.

2.—ANALYSIS.

1. The ship. 2. Sea-sickness. 3. Scrubbing the deck. 4. World's news supplied to passengers 5. False alarm of fire, and the drill of the crew in life-saving.

3.—SUMMARY.

The ship was very large. The decks were connected with one another by flights of stairs. From the lowest deck, he (Ahmad) could see the machinery and the engines which moved the ship There was a barber's shop, and a large stock of articles for sale Opposite was the doctor's cabin. The dining room with its tables covered with white cloths was very inviting.

Ahmad saw all this, and went upstairs. On the outer deck, the people were examining their luggage. Some were leaning over the railing and bidding farewell to their friends on shore. On the deck were some life-boats, and he wondered what they were there for. The black smoke was coming out of the funnels.

The ship now began to move slowly away from the shore. Ahmad had been warned of sea-sickness, but he escaped falling sick.

Some people were very miserable for the first few days, but life on board soon became regular and cheerful.

People could sleep on the deck if they liked. Early in the morning, the servants scrubbed and washed the deck from end to end. After the scrubbing was finished, the passengers had breakfast in the dining-room After this they sat about on deck in their chairs, and read books or talked or played games. One day, they had even a cricket match.

Latest news of the world received by wireless telegraphy and printed by the press on the ship were hung up in a passage where all might read them

One day, a false alarm of fire was given, and the crew went through the fire and life-boat drill. This is done to see that in case of real danger, the crew would be in their places and be able to save the lives of passengers

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4.—MODEL QUESTIONS.

1. Describe the ship as Ahmad saw it.
2. Describe the false alarm of fire.

For answers to these two questions, see Summary.

3. What are life-boats for?

Ans.—They are meant to save the lives of passengers in a storm. On such occasions when the danger is great, these boats are lowered into the sea. The passengers and

crew get into them, and thus save their lives. The boats are light and cannot sink.

4. Explain:—

(*a*) a false alarm of fire, (*b*) fire and life-boat drill (*c*) to go wrong with, (*d*) to make for, (*e*) life soon settled down into a regular routine.

5.—ANSWERS TO QUESTIONS GIVEN IN THE BOOK.

1. Learn these sentences by heart:—

(*a*) The big dining-room with its beautiful tables and chairs looked most ***inviting*** —(attractive).

(*b*) Your opinion is ***by no means*** shared by us all.

(*c*) With the return of fair weather, every one on board ***cheered up*** —(looked happy).

(*d*) He then understood *what* the boats *were for*— (were meant for).

2. (*a*) An alarm of fire was given—(warning, signal).

(*b*) & (*c*) The crew ***go through*** this drill ***from time to time***—(perform, occasionally).

3. Necessitated getting up — required rising. Daybreak = dawn. Arrived—reached. Pails—vessels, buckets. Began = commenced. Scour—scrub, clear. Swill—wash. From one end to the other—from end to end.

4. S. S. Mongolia,
Aden.
2nd April, 1933.

Dear Nasim,

This is my first letter to you since I left home. You will be glad to know that I am quite happy, and Mr. Newton is very kind to me. I have learnt a lot of new things during these few days. Surely, travelling has very great educational value. It increases one's experience, and widens one's outlook of life.

We left Bombay in the Mongolia. She is a fine steamship, and carries about 400 passengers. The cabins are very comfortable, and are fitted up with the latest improvements and comforts for the passengers. The decks are connected with one another by flights of stairs.

We have wireless service, and the latest news from all over the world are supplied to us. The food supplied to us is excellent.

We have very good company on board. We pass our life in talking, reading and playing. You will be surprised to know that we had a cricket match yesterday, which we enjoyed immensely. Looking out from the deck, we see water all round us. The vast expanse of water impressed me with the sublimity and grandeur of Nature.

Strange to say, I escaped sea-sickness altogether. Several of our companions were very miserable for the first few days, but as

time went on, everyone looked happy and cheerful.

Convey my best respects to father and mother, and love to little Karamat. I often think of home, and the dear ones I have left behind, and hope they think of me. I shall write again next week.

Yours affectionately,

Ahmad.

CHAPTER XVI.

ADEN AND PORT SAID.

1. NOTES AND EXPLANATIONS.

Page 88. To put ashore—to put on the shore. **Mail bags**—bags containing letters **To land**—to set on shore, disembark. **Regiments**—troops. **Stationed**—placed on duty **Pleasant**—welcome. **Relief**—deliverance from pain, alleviation of pain. **Cramped** — limited, confined. **Bare**—without vegetation. **Glaring**—dazzling. **Scarcity**—lack. **Drive out**—go in carriages. **Landing stage** — the place for landing, getting on land or shore. **Close**—sultry. **Agreed**—that is, both of them were of the opinion. **Not worth while**—not worthy of troubling (themselves) about **Making this expedition** — undertaking this troublesome journey. **Steamed up**—sailed up. **From time to time**—at times. **Desolate**—dreary.

Page 89. Bare—naked. **Sun-scorched**—burnt with the sun. **Breeze** — gentle wind. **The air felt stifling** — the air was choking, suffocating, one felt choked. **Dozing** — sleepy. **Interest**—curiosity. **Stretched**—lay extended to a long distance. **Here and there** — at certain places. **A string of camels**—a number of camels coming one after another. **Plodding** —moving slowly, walking laboriously **Plodding patiently past**—passing along slowly and patiently. **Outward mail**—letters going out from England. **To tie up**—to fasten it. **Securely** — safely. **Crossed** — passed each other. **Came in sight**—was seen. **Cheer**—greetings **Went by**—passed **Flat**—with broad level surface and little depth. 'Flat' also means a storey. **Moored** —attached with chains. **Planks**—boards, long flat pieces of timber. **For the rest of the voyage**—to last for the remaining distance which she was to cover.

Page 90. Sprinkled with—spread over with. **Coaling**—storing coal (on the ship). **Strolled**—walked. **Main**—principal. **Gay**—beautiful, bright. **Tempt**—attract. **Bargaining with**—settling the prices with. **Trays**—flat shallow vessels of wood or metal. **String of beads**—a number of beads strung together. **Curiosities**—fancy and strange things. **Getting the better of** —obtaining an advantage over. **There was no getting the better of the sellers in a bargain**—it was impossible to get any advantage over the sellers in settling the price of a thing. **Apart**

from—leaving aside. **Tumble-down**—fallen, in ruins, decayed. **Much of interest**—many interesting things. **Sauntering** — walking lazily. **Breakwater**—a barrier built to break force of waves. **Steadily**—regularly, consistently. **Glad of**—pleased with

Page 91. **Extra** — more, additional. **Overland**—by land, (through France by rail). **Packed**—bound up. **To set foot on**—to step on. **Forward**—ahead. **To look forward** — to expect. **To making acquaintance with**—to see, to know. **An express train**—a very fast train which stops only at a few intermediate stations. **Sped away**—went away at great speed. **Couple**—two. **Glimpse**—sight, view. **Cliffs**—hills **Bustle** — excitement, fuss. **Confusion**—tumult **Boat**—ship. **Overseas**—from beyond the seas, or across the seas. **Unloaded**—removed from ship. **Bewildered** — confused, puzzled. **Watch**—observe. **Bound for** — proceeding to, going to, ready to start for. **Belongings** — luggage. **Stepped into**—walked into, got into.

Page 92. Settled themselves—sat down. **Facing** — fronting. **Space** — room. **Aside** — on each side. **Packages**—bundles. **Rack** — a wooden or metal framework for keeping articles on. **During the inside of one day**—within one day. **Seldom**—rarely, almost never.

Inclined to sleep—sleepy. **At all hours**—whatever be the time, throughout the whole day. **Were content to**—were satisfied with.

Upright—straight. **Compartments** — divisions (separated by partitions) of a railway carriage. **Eagerly**—keenly. **English Country**—rural regions.

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2. ANALYSIS AND SUMMARY.

Aden—After five days, they reached Aden. They had to stop there only for a few hours, so they hired a boat, rowed ashore, and took a short walk. Aden is bare and rocky, and is a very hot place. There is great scarcity of water.

The Red Sea—Next, they steamed up the Red Sea. The rocky coast of Arabia could be seen in the distance. It was very hot, and every one put on the thinnest clothes, and spent the day lying lazily.

The Suez Canal—Then the Suez Canal was reached On both sides of it stretched the sandy desert. Here the *Mongolia* heard that another ship was coming, with the outward mail and passengers going from England to India. The *Mongolia* was tied up to the canal bank till that steamer passed them. They then travelled on.

Port Said—Port Said was then reached. This is a coaling station, and here sufficient coal was stored on the ship for the rest of the voyage. Ahmad and Newton landed in the meantime, and strolled up the main street. The shops tempted visitors. But for the bazar, Port Said looked tumble-down

and dirty. There is nothing of interest to be seen.

After leaving Port Said, the days became colder.

Marseilles—Five days later, they reached Marseilles From this port, they were to travel by train across France to England. The ship, however, was to go along the Spanish coast past Gibraltar, and then up the West coast of France through the Bay of Biscay, and reach England. This would take an extra week.

Through France.—Ahmad packed up his things. They got their seats in an express train, and reached the coast in the North of France.

The English Channel.—In less than a couple of hour's journey across the English Channel, they reached England On the landing stage, there was great bustle and confusion. Friends had come to receive the passengers. Luggage was unloaded and claimed, and people left in different trains for various parts of England.

London.—Ahmad and Newton took their tickets for London, and stepped into the train. The railway carriages were narrow. There were two seats in each carriage, facing each other. Four or five passengers sat on each side, with their knees almost touching each other. There was no space for baggage. Small packages were placed on a rack over their heads. England is a small country and the

trains run very fast, so that it is possible to travel through the whole country in one day. Besides, the days are cool, and the people do not feel sleepy as they do in India at all hours For a long journey, however, special carriages with sleeping compartments are provided.

3.—MODEL QUESTIONS.

1. Describe the journey from Bombay to London. **Ans.** See Summary.

2. Describe the railway carriages in England. **Ans.**—See Summary.

3. Explain:—

A pleasant relief (an agreeable change), cramped space (narrow room), came in sight (was seen), outward mails (letters going out), worth while (worth troubling oneself about), hearty cheer (sincere greetings), to get the better of (to get advantage over), during the inside of one day, (within one day), bustle and confusion (tumult and excitement), bound for (going to), a string of camels (a long line of camels strung together).

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4 ANSWERS TO QUESTIONS GIVEN IN THE BOOK.

I. Learn these sentences:

1. There was *just* time to hire a boat and go on shore.

2. *Some little way* from the landing stage

were the tanks where water was stored—(At a little distance from).

3. It would be necessary to tie up our ship securely to one of the canal banks while the other ship *crossed*—(passed us).

4 *Apart from* the main street, there is nothing of interest in Port Said—(leaving aside).

5. Tired of the long journey, they were *only too glad to leave* the ship till coaling was over—(very glad to leave).

6 The days now became cool, and the passengers were now *glad of* the warmth of their cabins—(pleased with).

2. Learn by heart*:*

1. It is impossible for the buyer, however clever he may be, to get the better of the seller in settling the price of any article.

2. He was eagerly looking forward to seeing London.

3. There are four classes of carriages in railway trains in India. The First class is very comfortable. It has cushioned seats, electric fans, and sleeping berths. The Second class is like the First class, only the space allotted to each passenger is a little less. The Intermediate class comes next. It is a little better than the Third class, in as much as it is not so much overcrowded. The Third class is the lowest and the worst. There are no comforts provided in it, and it is always overcrowded. No regard is paid to the convenience of those who travel in this class.

CHAPTER XVII.

THE JOURNEY TO LONDON.

1. NOTES AND EXPLANATIONS.

Page 93. **Wheeled** — carried on wheels. **Platform** — a raised level surface, a terrace. **Trucks** — open waggons **Loaded** — put. **Luggage-van**—a large covered vehicle for carrying goods. **Porters**—coolies **Varies**—changes. **Considerably**—to no small extent, much. **So much so**—to such an extent. **Extreme**—farthest. **North countryman**—a villager from the north. **Dialect**—form of speech peculiar to a district. **Muscular**—of well-developed muscles, strong.

Page 95. **Hoisted** — lifted. **Discovered** —found out. **Weights** — loads. **Pasture land** — grassy land for grazing cattle **In full leaf** — with leaves all out **Bare** — leafless. **Tiny**—small **Fat buds**—big closed leaves, not fully opened yet. **For the shade**—to get shade. **To get every bit of warmth we can**—to get as much warmth as possible. **Plum**—*alucha.* **Orchards**—fruit gardens. **Pink**—pale red colour. **Blossom**—flowers. **Blades**—leaves of grass and cereals. **Pushing up through the soil**—bursting forth from the earth.

Page 96. **Lain** — remained. **Fallow** — unsown land. **Coming through** — springing up. **Gets only a short start of** — grows a very little earlier than, has only a very little

advantage over. **Spring-sown grain** — grain sown in spring. **See** — understand. **Water-courses** — water-channels, aqueducts. **Irrigation** —watering land. **Artificial watering**— watering land by means of wells, canals etc. **Drought** — scarcity of rainfall. **Carry them through**— meet all their needs. **Not unfrequently** — often.

Page 97. Laid—placed. **Reservoir**—a large receptacle for storing water. **Water-works**— tank for managing water supply. **Storeys**— flats of houses **Tap** — cock, through which water or some other liquid is drawn. **Out-of-the-way**—remote, inaccessible. **Have to**—(emphatic) are forced to **Tiny**—small. **Bleating** —crying. (Sheep or goats bleat). **Here and there**—in some places. **Solidly-built**—strongly-built. **Designed**—so planned as to **To keep out**—to shut out, not let come in. **Up and down**—to and fro. **Manure** – dung etc. spread over soil to fertilize it **From time to time**— occasionally. **Carpetted** — spread over with. **Sneezed**—made a sound as a result of irritation in the nostrils. **Drew nearer**—approached.

Page 98. The scenery began to change— the natural features of the country were now different. **Trim** - well-cut. **Lawns**—level grassy plots in a garden. **Line** — the railway line **Closer together**—nearer each other **Suburbs**— the outlying parts of a large city. **Business men** — merchants. **Joined to** — adjoining. **Had been replaced** —had given place to. **Back** —that is, lying to the back. **Yards** — court-

yards. **Scarce** — very few. **Lines** — strings. **Now and again** — here and there. **Spire**— tower.

Page 99. Parks—enclosed lands in towns, ornamentally laid out for public recreation. **Nearest approach to**—mostly resembling in character.

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2. ANALYSIS AND SUMMARY.

Pronunciation—Ahmad could not understand the English spoken by the porters, and he was told that the pronunciation of English in different parts of England varies a great deal, especially among those people who are not well educated.

The porters—The porters were strong and muscular. They carried the boxes on their shoulders, and not on their heads as they do in India.

The train started, and they soon saw cultivated fields and pasture land. The grass looked fresh and green. The trees were putting forth new leaves as it was the beginning of spring. Ahmad asked what people did in winter to get shade. Mr. Newton told him that the days are so cold in winter and there is so little sunshine that people need no shade.

Fruit-trees.—They passed through that part of the country which is noted for its apple and plum orchards.

The crops—In some fields, the barley crop was coming up. It was sown in autumn. In

others, wheat had recently been sown. They had lain fallow all through winter. These crops will soon come up. Both will be reaped in September. There is only one crop in England.

Water—Artificial irrigation is not needed in England, hence there are no wells or canals. The reason is that rainfall is quite sufficient there. For drinking water, there are water-works, and pipes are laid, which carry water into the upper storeys. Only in remote villages, well water is used for drinking.

Fields—Fields were separated by hedges. On the grass-lands, cows and sheep were grazing. Ahmad also saw farm-houses, carts drawn by horses, and the farmers busy in the fields, spreading manure on the land, and planting potatoes. The woods were carpetted with beautiful flowers.

Nearer London.—As they approached nearer London, the scenery began to change. They saw pleasant-looking houses standing in well-kept gardens, with lawns, trees, flowers and vegetables. When they reached the suburbs of London, the houses were closer together. Here live the business men of London. They travel to the city every morning by train, and return to their homes in the evening. Farther on, the houses became smaller still, and gardens gave place to courtyards at the back, and instead of fruits and flowers, clothes were hung out to dry.

On either side of the line were rows and rows of houses, with here and there a church,

or a big school building. Between them, were dirty streets where lean, underfed children played by the roadside. Tall chimneys sent forth smoke into the sky.

The Parks.—There children can never enjoy the fresh air of the country. But there are large public parks in London, which resemble the country. The poorest people live in the most crowded parts of London. A good deal is being done to improve the condition of the poor people.

London Station —The train now crossed the bridge over the river Thames, and they reached the London Station

3 —MODEL QUESTIONS.

1. Answer the following questions:—

(*a*) Why are there no canals in England to irrigate land ?

(*b*) How is drinking water supplied in England ?

Ans. See Summary.

2. Give the meanings of the following words and expressions.—

The nearest approach to—(quite resembling); *trim* gardens—(well-cut); suburbs—(outlying parts of a city); *out-of-the-way* villages—(remote), *artificial* watering—(by means of canals and wells); to get *a start of* — (an advantage over); orchards—(fruit gardens); hoisted (lifted); in full leaf — (with leaves all out); dialect—(speech).

4.—ANSWERS TO QUESTIONS GIVEN IN THE BOOK.

1. Learn these sentences by heart.

2. (*a*) He could *scarcely* see anything in the dark—(hardly).

(*b*) He was weak, *so much so that* he could not even speak.

(*c*) He has *already* gone.

(*d*) Lahore is *famous for* its gardens.

(*e*) The fields are *separated from* one another by hedges.

(*f*) The houses are *joined to* each other by a brick wall.

(*g*) You should be out *instead of* sitting in on this fine day.

3. *Ki jagah dikhai dete the*

Takriban jaisa

Bahut koshish hoti hai

4. (*a*) Soon they left the town behind, and they came to cultivated fields.

(*b*) Hedges separated the fields from one another

(*c*) Powerful cart horses were drawing heavy vans.

5. On my arrival at the station, I found the Booking-office window crowded with would-be passengers. I had no difficulty in getting my ticket, because I was an Intermediate class traveller, and such persons can buy tickets at a separate window. Going on the platform,

I found it overfull. There was great bustle. Men and women carrying their luggage, some on their heads, others in their hands, were hurrying to and fro, eager to get into the train as soon as it should arrive Some had engage-ed coolies, and were walking along leisurely. The station officers were trying to keep the people back, lest some accident should happen. When the bell rang, and the signal was pulled down, the excitement became very great. As soon as the train steamed into the station and stopped, a regular scramble for seats began. With some coming out, others going in, the children crying, and the women calling for help, the tumult and confusion was very great. But after some two or three minutes, when all had taken their seats, quiet was restored. The guard whistled, and the train puffed out of the station.

CHAPTER XVIII.

COLD COUNTRIES.

Page 100. Plains—level tracts of land. **Can have no idea**—cannot realize, do not know at all. **Intense**—severe. **Snow-capped peaks**—tops of mountains covered with snow. **Ridges**—hill-tops, ranges. **Glistening** — shining. **Several degrees of**—a large amount of. (Degree=marks in a thermometer showing temperature). **Frost**—frozen dew or vapour.

Shiver—tremble with cold. **Chatter**—rattle together. **Wrap** – cover. **Thaws** — melts, passes to liquid state. **All through**—throughout.

Page 101. Invent—devise. **Getting about** — going from place to place. **Plod** — walk. **Apart** - distant. **Reeds** — a kind of water or marsh plant **To race along** – to run, to move fast. **Harder** — more difficult. **Get along** — advance. **Take the wheels off**—remove the wheels from. **Fit on**—put on, attach. **Runners** —pieces of wood on which the sledge slides. **Converts**—changes. **Sledge**—a flat-bottomed vehicle which moves on runners instead of wheels for carrying loads of passengers on snow. It is drawn by horses or deer, or pulled by hand.

Page 102. Tinkling—sounding. **A white world**—the snow. **Fur**—short, fine, soft hair of certain animals. **Gloves** — covering for the hand. **Resist** - bear, withstand. **Bitter**—intense. **Frost-bitten**—affected with inflammation of skin with cold. **Numb**—deprived of feeling or power of motion. **Dead with cold** – paralysed, benumbed. **Loose**—detached. **Is restored**—returns **Teams**—two or more beasts harnessed together. ('Teams' also means sets of players). **Bred**—reared, trained up **Breed**—stock, race. **Explorer**—one who examines a country etc , by going through it. **Sturdy** — hardy, strong. **Handsomer**—more beautiful. **In the lowest temperatures**—in places where the cold is at its intensest, in extreme cold. **Practically**—almost. **Average in weight**—their general

standard of weight is. (' Average' here is a verb and means works out approximately to).

Page 103. **Characteristics**—traits, marks, qualities. **Pointed**—sharpened, having a point. **Coat**—beasts' hair, fur. **Underlaid** — under which lie. **Bushy**—thick like a bush. **Variously** —differently. **Mottled**—diversified in colour. **Direct**—lineal, original. **Are the descendants of**—have sprung from. **Arctic**—of the North Pole. **As a rule** — generally. **Affectionate**—loving. **Housed**—tied inside the house. **Season** —time. **Roam**—wander. **At large**—free. **To roam at large** — to go wherever they like **Pet**—favourite. **Puppies**—young dogs. **For a time**—for a little time **Hardy**—strong. **Stand** —resist, bear. **Most of the year** — most part of the year. **Glaciers**— masses of frozen ice. **Huge**—big. **Blocks**—masses, lumps. **Floating** — swimming. **Ice-bergs** — floating masses of ice.

Page 104. **Crushed**—shattered, wrecked. **Atoms**—small particles. **Presently** — soon, in a short time. **Expedition**—journey or voyage undertaken for definite purpose **Folk** — people.

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2. ANALYSIS.

1. Very cold in cold countries—such cold unknown in the Punjab—early snowfall.
2. Snow-shoes.
3. Sledges drawn by horses used in place of wheeled carts.

4. In countries still further north, dogs draw sledges.

5. Eskimos and the Eskimo dogs.

6. The north of Greenland—glaciers, icebergs.

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3. SUMMARY.

People in the Punjab can have no idea of how intense the cold is in cold countries. It is true that in December and January, it is very cold here in the Punjab at night, but the days are warm and bright. In many parts of the world, cold is intense all through the day and night during winter. Snow begins to fall in October or November, and lies many feet deep on the ground for four or five months.

People use snow-shoes for walking on ice, for the surface being soft, ordinary shoes would sink in. These snow-shoes are long bent pieces of wood fastened at the two ends, about a foot apart in the centre. This centre is woven with cane or reeds. These shoes they fasten on to their boots, and are thus able to race along over snow.

Heavy carts cannot go along through snow. Instead of these, wheelless carts or sledges fitted with long pointed pieces of wood, called runners, are used. These sledges are easily pulled along by horses. People in sledges are wrapped up to the ear in thick fur coats, and they wear fur caps and gloves.

Countries still further north are under snow all the year round. Here sledges are drawn by teams of dogs, specially bred for the purpose.

The Eskimos are the most northerly inhabitants of the globe. Some of them live in Greenland.

The Eskimo dogs are sturdy animals, and can work long even in the intensest cold on practically nothing to eat. They have a heavy coat of hair with a soft thick fur and strong legs They are of different colours. Some believe them to be the descendants of the Arctic wolf. Their food is meat, and they eat snow for water. They are not tied inside the house. They can stand the severest winter weather.

The north of Greenland is covered with snow for most of the year. There are huge glaciers or frozen seas of ice, and huge icebergs or floating waves of ice Sometimes ships sailing in these seas are caught between icebergs, and are smashed to pieces.

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4. MODEL QUESTIONS.

1. What are snow-shoes, sledges, glaciers, and icebergs? **Ans.** See Summary.

2. How do people walk on snow in very cold countries?

3. How are carts drawn?

4. Write a note on 'Eskimo dogs.'

For answers to 2, 3 and 4, See Summary.

5.—ANSWERS TO QUESTIONS GIVEN IN THE BOOK.

1. Learn these sentences by heart:—

(*a*) On a cold morning, the people shiver with cold, and their *teeth chatter*—(strike against one another).

(*b*) In order to walk on snow, the people *fit on* long pieces of wood to their shoes—(attach).

(*c*) The dogs are not allowed to *roam at large*—(wander freely).

(*d*) The dogs are so hardy that they can *stand* the severe winter—(resist).

2. (*a*) When the sun comes out, the people *throw off* their blankets.

(*b*) *Put on* new clothes.

(*c*) Water is *converted into* ice.

(*d*) The people wrap themselves in thick fur coats, *even so* they sometimes become numb and dead with cold.

(*e*) In countries to the north, snow falls *all the year round.*

(*f*) These dogs can live for days on *practically nothing* to eat.

3. These dogs—subject with its enlargement; can work—finite verb; in the lowest temperatures, on practically nothing to eat—adverbial adjuncts.

4.	I doubt it.	We doubt it.
	You doubt it.	You doubt it.
	He doubts it.	They doubt it.

5. I was in Kashmir in the month of January. One morning, I woke up early in the morning, and found the ground outside the house all white with snow. A cold wind was blowing. I shivered with cold. Having put on thick fur coat, I went out for a walk. The temperature was several degrees below freezing point. The tip of my nose was numb and almost dead with cold. I could not walk, my boots sank in the snow. I shivered, and my teeth chattered. But after an hour, the sun came out, and it began to be warm. As the result of walking, my blood began to circulate. The frost also began to thaw, and everything became bright and cheerful once again.

6. In very hot countries, people are not active. They are lazy and feel sleepy throughout the day. Steady work is impossible there. In cold countries, people lead active lives. They are very healthy and cheerful, and are accustomed to hard work. I prefer to live in a cold climate.

CHAPTER XIX.

THE ESKIMO.

1.—NOTES AND EXPLANATIONS.

Page 105. **Seldom**—rarely. **Possessions**—belongings. **Pans**—shallow vessels. **Intense**—very keen. **Restless**—impatient. **Curiosity**—a desire to know, inquisitiveness. **Peculiar**—special,

particular. **Characteristics**—qualities. **Quarters** —station, lodgings, abode. **In order that**—so that. **Government** – authority which rules. **Remarkable**—wonderful. **Intelligence**—sagacity, power of understanding. **Delight** — joy. **Nevertheless** — notwithstanding. **Enduring**— hardy.

Page 106. **Share with**—give away part to. **Last meal**—the food which they may have with them. **Aged** — old. **Taken care of** — looked after, served. **As a matter of course**—as quite a natural thing. **Intoxicants**—exciting liquors, drugs. **As a general rule**—generally. **Stand high**—are in height, their height is **Plump**—fat, fleshy. **Slender**—slim (Its opposite is stout). **Muscular**—strong. **Fatty**—full of fat. **Hide**— conceal. **Fair'y**—rather. **On the whole**—taking all things together. **As such**—that is, as children. **On high spirits**—cheerful. **Discouraged**—disheartened. **Delight**—take joy. **Playing tricks on** —deceiving. **Good-natured**—jolly. **Sulky** — sullen, morose. **Vexed**—angry **Ice-bound**— covered with ice. **Solely**—exclusively.

Page 107. **Save**—except. **Icy**—cold. **Dead** —dark. The moon is really a dark body. **Towering**—rising high. **Masses**—heaps. **Glistening**—shining. **Abode**—the place of residence. **Bloom**—blossom. **Reindeer**—a kind of deer. **Once in a while**—occasionally. **Stray**—solitary. **Region** — part of land. **Shows a strange grey**—is of a peculiar kind of grey colour. **Soundless**—quiet, silent.

Page 108. **Permanent**—that which will last. (Its opposite is temporary). **Wander-**

ing race—nomadic tribe. **Dwellings**—houses. **In common** — in partnership. **Settlement**—colony. **Chinks**—holes. **Moss**—plants growing in bogs. **Banked in** — confined within, bounded with. **Crawl**—move along by dragging the body close to the ground. **Platform**—a raised level surface, terrace.

Page 109. No good—no use. **Pretending** —claiming, alleging. **Too thick for comfort**—so thick that it becomes uncomfortable. **Layer** — crust. **Amazement**—astonishment.

2.—ANALYSIS AND SUMMARY.

The Eskimos live on the north-west coast of Greenland and number about 235. Their chief industry is hunting, and they do not live in a place for more than a year or two. Their property consists of dogs, sledges, a few skins, and pots.

Characteristics.—They are a very inquisitive people. They have no government, but are very intelligent, and observe certain rules of conduct. They are innocent and healthy, have no vices, no intoxicants, and no bad habits. They are a hardy people. They have no idea of God, but are kind to the hungry, the aged, and the helpless.

Features.—They are short, and have brown faces, keen eyes, and black hair. The women are short and plump, and have very powerful bodies. The men are very muscular.

Language and food.—They have no written

speech. Their food consists of meat, blood and fats.

Physical Features of Greenland. — For one hundred and ten days in summer, the sun never sets over their country, and for one hundred and ten days in winter, the sun never rises There are huge glaciers along the coast. The Greenland mountains are considered by the Eskimos to be the abode of evil spirits. During winter, the whole region is under snow.

Animals and Vegetation.—The grass is very thick Flowers bloom. Bees, flies, mosquitoes and spiders are seen. Among the animals, the reindeer, the fox, the hare, the Polar bear and the wolf are found there.

Their homes. – In winter, the Eskimos live in huts made of stone and earth. In summer, they live in skin tents. The people are a wandering race, and their stone houses belong to the tribe in common. These houses take a month to build. A hole is made in the earth, which forms the floor of the house. The walls are built up with stones, and the chinks are filled with moss. Long flat stones are laid on the top of the walls, and this roof is covered with earth. There is no door, but a hole in the floor leads to a tunnel, through which the little people crawl into their homes. There is a small window in front, and a little air-hole in the centre of the roof. Inside the hut, is a platform covered with grass and skins, which serves as bed A lamp is kept burning all the time.

Habits. The Eskimos are dirty. They hardly wash themselves. When the dirt becomes too thick, they remove the outer layer with a little oil.

3.—MODEL QUESTIONS.

1. (*a*) Say all you can about the habits and characteristics of the Eskimos.

(*b*) Describe their homes, and the country in which they live.

2. Give the meanings of the following words and expressions.—

Peculiar characteristics—(special qualities). Restless curiosity—(impatience to know). ***As a general rule,*** the Eskimos are short—(generally). They take care of the aged ***as a matter of course***—(naturally). Perhaps, a stray wolf may also be seen in those regions ***once in a while***—(occasionally). The people, ***on the whole,*** are much like children—(considering every thing).

ANSWERS TO QUESTIONS GIVEN AT THE END OF THE BOOK.

1. Learn these sentences:—

(*a*) The Eskimos are kind to the poor and the helpless ***as a matter of course***—(quite naturally).

(*b*) Their roundness ***tends to hide*** their **muscles.**

(*c*) They delight in ***playing tricks on*** each other—(deceiving).

(*d*) It is no use ***being vexed*** with them when they are sulky—(being angry).

(*e*) Perhaps ***once in a while*** a wolf may also be seen in those regions—(occasionally).

(*f*) ***It is no good pretending*** that the Eskimos are not dirty—(it is useless to claim).

2. (*a*) Their food consists ***of*** meat only.

(*b*) They share their last meal ***with*** the hungry.

(*c*) They take care ***of*** the old and the helpless as a matter of duty.

(*d*) The Eskimos delight ***in*** playing tricks on each other.

(*e*) We need not be vexed ***with*** them

(*f*) The holes are filled ***with*** morass.

(*g*) The tank is full ***of*** water.

3. (*a*) The English language is not ***easy to learn***.

(*b*) ***It is no good pretending*** that he does not lack moral courage.

5. The Eskimo is good-natured, curious and kind, but very dirty. The Punjab Zamindar also is cheerful, keen on knowing things and persons, and kind at heart, but is neat and clean. Both are very hospitable.

6. My height is four feet and a half. The average height of men in a Punjab village is five feet seven inches, and that of the women about four ft. nine inches.

CHAPTER XX.

THE POLAR EXPEDITION.

NOTES AND EXPLANATIONS.

Page 110. Polar—pertaining to the Poles, the two extremities, north and south of the earth's axis. **Polar expedition**—the attempt to reach the Pole. **To run through**—to make it pierce. **Twist**—turn round **Spins** - revolves. **Poles**—the extreme points of the earth. **In turn**—one after the other. **Commander Peary**—an American explorer, who reached the North Pole in 1909. Leaving New York in 1908, he sailed in his ship, the *Roosevelt*, to the north-west shores of Greenland. The winter was passed in preparations, and then he started on his sledge journey to the Pole Leaving the camp on 1st March, he reached the goal after a journey of five weeks. That spot where it is always midday in summer and midnight in winter, and from which all paths lead southwards, was at last trodden by the foot of man. **Crowned with success**—ended successfully. **To get there**—to reach there. **Naturally**—as was expected in the natural course.

Page 112. So fortunate — as to return home safely. **Drifting**—moving. **Crushed**—smashed **Teams**—sets (of animals or persons) working together. **To win through**—to succeed in reaching the end. **One and all**—all of them. **Goal**—destination. **Regions**—parts of the earth.

Realise — understand. **Gained** — obtained or learnt **Further delay** — wasting more time. **Venture**—difficult and dangerous attempt.

Page 113 Push forward—advance, make his way. **Stand**—face, resist **Discomfort**—inconvenience. **Character**—nature **Fought her way**—forced a passage through. **Direct**—straight. **Character**—kind **Composed of**—made of **Sheets**—broad flat pieces. **Contact**—collision. **Driven**—pushed away. **Violent**—stormy. **Flood-tides** high sea waves. **Not unusual**—quite common

Page 114 High and dry—out of the water, out of the current. **Close**—near **Stretches**—expanses or tracts. **Owing to**—due to. **Thorough**—perfect. **Chosen**—selected. **For winter quarters**—for residence during winter. **To land**—to put on land. **Unloading**..taking down from the ship the things which they had. **Occupied** — taken. **Stores**—provisions.

Page 115. Tins — small vessels made of tin, **Piled** — laid, heaped. **Lids** — covers. **Shelves**—boards let into the wall to support things. **Banked over with**—heaped, covered with. **Fitted with**—equipped, provided with. **Stoves**—closed apparatus for producing fire by burning wood, coal or oil. **In case**—if. **Disaster**—misfortune, accident, mishap. **Overtake**—befall. **If all went well** — if everything turned out favourable. **On board** – on the ship. **Relied**—depended. **This purpose**—that is, hunting **Set**—put up. **Traps** — snares **Fishing trips** — journeys for catching fish

Page 116. Occupied—busied. **Which lay before them**—which they had to undertake in the near future. **Plum pudding** — pudding made with plums. (Pudding is a soft mixture of meat or vegetables enclosed in flour or other food, and cooked) **In earnest**—in all seriousness, zealously. **Presents**—gifts. **Fidelity**—faithfulness **Vivid**—exact, real. **Fled**—disappeared. **To form a vivid picture of**—to understand fully. **Effort**—attempt. **Pack**—a large area of floating ice **In that belief**—with this belief, on this understanding.

Page 117. Were met – were faced, resisted. **Point** — place. **Plunging on**—entering with violence, throwing oneself into **Trackless** – pathless. **Due**—exact **A geographical mile**—is one minute of the great circle of earth, fixed at 6080 feet. **Level**—flat. **Afloat**—floating in the sea **Cracks** - fissures, formed by breakage **Stationary**—fixed to one place, immoveable **Constantly**—always. **Shutting**—closing. **Smashed** — broken. **Fragments** — pieces. **Piled up** — heaped. **Ridges** — elevations. **Tremendous** — huge **Urged on** — caused to proceed with effort **With might and main**—with one's full strength.

Page 118. More or less — in greater or less degree. **Zig-zag** — winding. **Open** — not blocked. **Bridged across**—taken from one side to the other on a bridge. **To bear**—to support. **At full speed**—as fast as they can. **Main camp** — headquarters **Fewer mouths to feed**—fewer persons to support.

Page 119. **Now and again** — at times **Time of shortage**—when food ran short. **Bid defiance to**—resist, withstand, set at naught. **Ahead**—in advance. **Trail** — track. **Extra**—additional. **Energies**—strength. **Saved**—reserved, spared. **Plodded on** — walked on with great toil, struggled on. **By the skin of their teeth**—very narrowly. **With every passing day**—as each day passed. **Notwithstanding** —in spite of. **Marches**—journeys. **Pinnacle** —topmost point. **Straining their eyes** — pressing their eyes to see (an object in the distance). **Was in sight**—could be seen.

Page 120. **Biting**—causing pain. **Face**—resist. **Determination** — resolution, firm resolve. **Cracked**—were cut up. **Keen**—sharp, biting. **The goal were in sight**—the North Pole which was our destination could be seen. **Weather and ice permitting**—if the weather and ice allowed. **Boil the kettle midway**—cook our food in the middle of the journey, half way. (Kettle=a vessel with handle and spout for boiling water). **Problem**—difficult question. **Covering** — finishing, travelling. **Tramped**—walked on foot. **To look about**—to look round. **Realise**—comprehend, understand. **Picturesqueness** - beauty (like that of a picture). **Our Situation**—the place where we were.

Page 121. **Inhospitable** — shelterless. **Hostile**—unfriendly. **Remote**—distant. **Our place**—the place where we were. **Tips**—points. **End our lives up there**—die there. **Our con-**

quest of — our victory over. **Buoyed me** — sustained me. **As a matter of course**— quite certainly. **White road**—the road of ice. **Forenoon** — before midday. (Its opposite is afternoon). **Reckoning** — calculation. **Goal** —end, object. **Striving**—effort. **Goal of our striving**—the North Pole, which we had tried to reach **Going into camp**—resting in tents. **Observation** — finding with the help of scientific apparatus the latitude or longitude of any place on the earth, or the position of the sun or other heavenly bodies. **Weary**—tired. **Forced marches**— long, toilsome walks, journeys. **Peril** – danger. **To roll across me**—to pass through my mind, to revolve in my mind.

Page 122. Life's purpose had been achieved — my mission had been fulfilled. **Turned in**—lay in bed. **Diary**—journal,, daily record of events. **My dream**—what I had been thinking of **Bring myself to**—persuade or convince myself. **To realise it**—to feel that I had at last succeeded. **Overcast**—cloudy. **It**—the sky. **Pushed on**—covered. **A series of observations** —a number of observations one after the other. **Beyond**—on the other side of. **Passed back along that trail**—came back along that difficult path. **Has never fallen to the lot of man to think**—no man has ever thought.

Page 123. Breeze — wind. **Point of the horizon**—direction (Horizon=that point where earth and sky seem to meet). **Planted**—fixed. **Flags**— these were the national flags of the United States of America, called 'the Stars

and Stripes'. **Mighty** — lusty. **Childishly**— like children. **Final** — last. **Achievement**— completion, accomplishment. **Space**—opening. **Strip** — piece. **A record** — a written note. **Heights** the honour and fame, the high place of honour. **Kept** — maintained. **Attained**— reached. **Sudden flight** — rapid and quick effort to soar high in the air. **Slept**—were idle. **Toiling**—working, labouring.

Paraphrase. The heights.............might —Great men have won honour and fame not by chance, or by any quick or rapid effort to rise, but by hard and patient work. They toiled day and night, while their companions wasted their time idly away. All success is due to hard work and perseverance.

2.—ANALYSIS.

1. What is meant by the North or the South Pole?

2. Attempts made to reach North Pole—all failed—Peary's success in 1909.

3. Reasons of failure.

4. What Peary did before starting on the journey.

5. Peary started in July 1908 in his ship, called *Roosevelt*—his companions.

6. The ice of the Arctic regions.

7. The winter camp.

8. The journey resumed in February.

9. The conditions, and the means and methods to meet them.

10. The situation very picturesque—very cold.

11. The last march northward ended on 6th April.

12. The goal reached at last—only one direction for them—the south.

13. Flags planted.

3.—SUMMARY.

I. The North Pole is the northernmost part of the earth. From there in whatever direction you may look you will be looking south. If you pierce an orange with a pencil, so that the orange spins round the pencil, the two ends where the pencil pierces the orange will be the two poles.

Explorers have tried to reach this point for four hundred years, but the dangers and difficulties were so great that they all failed until Commander Peary made his successful journey in 1909.

II. The first explorers failed because they tried to get there in ships, but the sea is frozen in those parts and ships cannot move there. Some returned home in safety, but others were caught between icebergs and were crushed to pieces. The next batch of explorers took sledges with them, but they also failed because they had no experience of life under those conditions.

III. Commander Peary lived for eighteen years amongst the Eskimos in Greenland, and learnt from them the best way of working and living in the cold. In July, 1908, he started in his ship, called *Roosevelt*. His plan was to voyage during summer, to pass the winter in camp, and to push forward in spring with his sledges and dogs towards the Pole.

He had twenty-one white men, one negro assistant, some Eskimos with their wives and children, and over two hundred Eskimo dogs for the sledges.

The ice of the Arctic regions during summer is not formed by the freezing of sea water, but is composed of huge sheets broken off from glaciers. In some places, it is between eighty and a hundred feet thick. Most of these heavy icebergs remain under water.

They kept close to the coast, and in September reached the point where they intended to pass the winter. The dogs were put on shore, and the stores were dragged in sledges over the ice.

They had bought oil, milk, meat, flour, and fruits with them. The boxes without lids were piled on their sides to make the walls of three huts. The roofs were made of sails. Stones were fitted up inside. They intended to live on board, and to use the huts only if some disaster should overtake the ship. For fresh meat, they relied on hunting and fishing. On October 12, they saw the sun for the last time. Now followed four months of constant

darkness. Hunting was possible only in moonlight which they had only for eight or ten days each month. Most of the time they spent on the ship. The Christmas was celebrated with a special dinner and games and races.

Towards the end of February, they started again on the journey. Before plunging on to the trackless ice-fields of the Arctic ocean, they had to go ninety miles across the land. From there they had to go four hundred and thirteen geographical miles over the ice of the Polar sea.

IV. There is no land and very little level ice Cracks in the ice are very dangerous. They are stretches of open water between ridges of ice. Sometimes they are not too wide to jump, but sometimes they are impossible to cross The best way of crossing these cracks is to go to the right or the left till one finds some place where the opposite edges of the ice are near enough. Or one may wait till the crack closes up

The food and other necessaries were loaded on sledges, and the party was divided up. As food was used up and sledges became empty, they were sent back. The weakest dogs were killed and given as meat to other dogs. Many dogs died. Men were dressed in new fur clothes A small party went ahead to make a trail for the main party and to prepare huts for the night.

Thus they plodded on throughout March, often narrowly escaping drowning. The cold was very keen and bitter. The faces of the men cracked, and pained them so much that they could not sleep.

V.—The situation was very picturesque. They were in a trackless desert of ice. There was nothing but hostile ice all round.

The last march northwards ended on April 6, and they were very near the North Pole. Their upward journey had ended. The Pole was actually in sight. After they had eaten their dinner, Peary lay down to rest in the snow-hut, but awoke a few hours later, and wrote in his diary, 'The Pole at last'.

He now pushed on, and was able to take some observations at midnight. East, west, and north had disappeared, and there was only one direction for them and that was south.

They planted five flags at the top of the world. The Eskimos were greatly delighted, and cheered most enthusiastically. Peary placed a glass bottle containing a strip of his flag and a record of his arrival there.

4.—MODEL QUESTIONS.

1. Give a short account of Peary's voyage to the North Pole. **Ans.** See Summary III.

2. What is meant by the North or South Pole? **Ans.** See Summary I.

3. Why had the explorers before Peary failed in their attempts? **Ans.** See Summary II.

4. Describe the scene at the Pole? **Ans.** See Summary V.

5. What difficulties had Peary and his party to contend against and how did they meet them? **Ans.** See Summary IV and V.

6. What do the following expressions mean?

Crowned with success—(ended successfully); to win through—(to pass through a difficulty successfully); to fight one's way (to make one's way through a difficulty, to overcome a difficulty); all went well—(everything turned out to be favourable); might and main—(full strength); to strain one's eyes—(to press one's eyes to see an object far off); by the skin of one's teeth—(narrowly); to bid defiance to—(to set at naught); forced marches—(rapid marches with special efforts); the sky was overcast—(cloudy); time of shortage—(time when provisions ran short); now and again—(occasionally).

7. Paraphrase:—

The heights by great men reached and kept.................................night.

Answer. See Notes.

ANSWERS TO QUESTIONS GIVEN IN THE BOOK.

1. Learn these sentences:—

(*a*) In ***whatever*** direction you may look, you look to the south.

(*b*) Peary's attempt to reach the Pole ***was crowned with success.***

(*c*) The ship was caught between the icebergs and was ***crushed to pieces.***

(*d*) He was trying to find ***as safe a spot*** as possible to land.

(*e*) The boxes were piled on their sides, and the things lay on them *as if* on shelves.

(*f*) From this point he was to go ***due*** north.

(*g*) They had to pull the sledges with their ***might and main*** as the road was very difficult.

(*h*) They divided the men into parties, assigning ***so many*** men ***to*** each sledge.

(*i*) The sledges were drawn by teams of six dogs ***each.***

(*j*) With their fur coats closely wrapped round them, they could ***bid defiance to*** wind and storm.

(*k*) I ***had*** another of the dogs ***killed.***

(*l*) I was to start the next morning, the ***weather permitting.***

(*m*) I was so fatigued with the journey that, instead of going out to see the sights, I *turned in* for a few hours.

2. (*a*) Under such difficult conditions, it was impossible to go forward.

(*b*) Seven men tried to reach the Pole, but being inexperienced, one and all had to return unsuccessful.

(*c*) In hopes of reaching a safe spot of land, they kept as close as possible to the coast.

3. (*a*) I have no time to lose. (*b*) Here is a house to let. (*c*) I am not to blame for this.

4. He said to the Eskimos, "Would you accompany me on my journey to the North Pole? If you are faithful, you will receive many presents on our return".

5 Nouns:—intention, completion, celebration, brevity, encouragement.

Adjectives:—disastrous, autumnal, wintry, geographical, energetic.

6. I shall not be able to do any work. I cannot study in lamp-light, and so I shall have to stop all serious study. The other daily routine will also be greatly disturbed. Life would be miserable.

CHAPTER XXI.

AN INDIAN FUNERAL IN ENGLAND.

Page 124. The Great World War—the Great War which broke out in 1914 in Europe

between Germany on one side, and England, France, Belgium, and Austria on the other. All the great nations of the world took part in this war on one side or the other. Hence, it is called the World War. It ended in 1919 with the treaty of Versailles Germany was defeated. **Their Empire**—the British Empire. **Gallantly**—bravely. **Side by side with**—along with. **To die**—who died. **Established**—set up. **Numbers of**—a very large number of. **Cause**—case, side. **Not a few**—many. **Attached to**—placed on duty at **At the front** — at the scene of fighting. **In front of** — opposite to, before. **Bare** — lonely, uncovered with grass or trees. **Bleak**—dreary, dull. **Downs**—low hills. **Funeral**—last rites. **Got together**—collected.

Page 125. To support — to keep, to pay the expenses of. **Medical College**—college where the science of curing diseases etc, is taught. **Had not been through the full medical course**—had not completed the medical course. **Outbreak**—the breaking out, commencement **Volunteered**—offered his services of his own free will **Red Cross** — Ambulance service for the sick and the wounded. A red cross on white ground is the sign of this service. **Corps**—body organized for any special service, or division of an army. This word is pronounced as *kor*. **Offer** — his proposal, his request to be allowed to serve. **Tender**—loving. **Farewell** — parting good wishes. **Embarking**—going on board the ship. **Aged**—old. **Not a little**—much. **Distressed**—pained.

Prospect—expectation. **Stand in his way**—oppose his wish, be a hindrance in his way. **Heaven**—God. **Safe and sound**—in perfect good health. **Do your best**—do all you can. **Good-bye**—farewell. **Popular**—loved by all **Troop-ship**—ship carrying soldiers. **Struck by**—astonished at. **Size**—height. **Ship life**—life on board the ship. **Rough** — stormy, violent.

Page 126. Were sea-sick—had the feeling of nausea due to the rolling of the ship in the sea. **Had no taste for food**—food seemed tasteless, insipid to him. **Recovered**—regained their health. **Putting in**—reaching. **Sticky**—muggy. **Airless**—close **Transport**—vessel employed to carry soldiers. ('Transport' as a verb means to convey goods or persons from one place to another). **Now and then**—at times. **Pang**—sudden sharp pain. **Home sickness**—depression of spirits due to absence from home. **Turned to**—were directed to. **His thoughts turned to his home**—he thought of home. **Affection** — love. **On the whole**—considering everything. **Besides**—in addition to. **Were working their utmost**—were working as much as they could, doing as much work as they could. **Wards** — rooms or divisions in hospitals (or prisons). **Full to overflowing**—overfull, overcrowded. **Gratitude** — thankfulness. **Tended**—served, reared, nursed. **Healing**—curing.

Page 127. Damp — moist, (containing watery vapours). **Grey** — misty, darkish. **Affected his health** — produced an injurious effect on his health, made him ill. **Hurriedly**

—in haste. **To attend to**—to look after. **Patient**—a sick person. **Turned to**—changed into. **Pneumonia**—inflammation of the lungs. **In spite of** – notwithstanding. **That could be spared him by the doctors** — which the doctors could give him. **Overworked with other duties**—who had too many other duties to perform. **Away from**—absent from. **Staff** — body of persons carrying on a particular work under a manager. **Was taken ill**—fell ill. **Ill**—evil. **Funeral**—the burial or cremation of the dead. **Bier**—a moveable stand on which the corpse is taken to the grave or the cremation ground. **Court**—courtyard. **Pall**—cloth spread over the corpse. **Prettily**—beautifully. **Embroidered**—ornamented with needlework. **Strewn**– scattered. **Photograph**—picture. **Bared**—exposed, uncovered. **Funeral clothes**—clothes in which a dead body is wrapped. **Done** — having been done. **Mourners**—those who attend the funeral of a friend or relation. **Tenderly**—gently.

Page 129. Hearse car or framework for carrying the dead body at funeral. **Ambulance-wagons**—wagons used for ambulance work or service, for carrying the sick and the wounded. **Ghat**—place. **Burning Ghat**—the cremation ground, place for burning the dead bodies. **Sloping**—inclining. **Tiled**—covered with tiles. **Level**—flat. **Patch**—piece of ground. **Green**—pasture. **Paddling**—striking the water with feet. **Owned by**—possessed by. **Main**—principal. **Rumbled past**—passed along, making a thundering noise. **Took off**

their hats—as a mark of respect. **Some way**—a little distance. **Track**—path beaten by use. **Up hill**—high on the hill. **Cleft**—opening, fissure. (It is the past tense of cleave).

Page 130. Clambered out—came out (climbing) with the help of hands **Chattering**—uttering some words. **Chanting**—singing. **Verses**—hymns. **Unlocked**—opened. **Enclosure**—enclosed space, a fence. **Rite**—ceremony. **Heaped**—piled. **Tiny**—small. **Bits**—pieces. **Eight metals**-*panjratni*. It should be five, not eight. **Squatting**—sitting **Haunches**—part of the body between the last ribs and thigh. **Folded**—wrapped together. **Downcast**—lowered. **Chant**—sing. **Dirge**—song sung at burial. **Accompanies it**—which is performed at this time. **Raisins**—dried grapes.

Page 131. Pyre—funeral pile for burning corpses. **Crystals**—clear, transparent bits of. **Camphor**—*Mushak kafur*. **Spoon**—*Karchhi* or *Chamach*. **Set alight**--kindled, lighted up. 'Alight', also means to dismount. **Ablaze**—on fire, aflame, burning brightly. **Tossing**—throwing. **Pinch**—as much as can be taken up with tips of finger and thumb. **Alight**—burning **Fragments**-pieces. **Coffer**—box. **Some Indian stream**—the Ganges. **Glorious**—splendid, honourable. **Less glorious duties**—duties less honourable than those of fighting. **Likewise**—also, similarly. **Strengthened**—made strong, confirmed.

ANALYSIS.

1. Radha Kishen—his family history.
2. Volunteered his services in the Great War—as Hospital Assistant.
3. His death.
4. The funeral—the cremation.
5. His services to England and India.

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3. SUMMARY.

I. **Radha Kishen**—Thousands of Indians fought and died for the British Empire in the Great War. Besides soldiers, hundreds of Indians served the cause of liberty in other ways also, and of these not a few worked in the Military Hospitals in England or at the front. One among them was a Brahman youngman from Gujranwala, a district in the Punjab, who died in England while serving the wounded soldiers at the Military Hospital, Brighton. The name of this youngman was Radha Kishan.

His father was a teacher, and had got together enough money to give his son education first in a high school, and then in the Medical College, Lahore. He had not yet completed the full medical course when the war broke out. He offered his services in the Red Cross.

His offer was accepted, and he bade farewell to his aged father and his friends, and embarked at Bombay. Reaching Marseilles, he was appointed

an Assistant Surgeon in the North of France, and later on was attached to the Military Hospital at Brighton in England. Radha Kishan did his duty very faithfully. He had very hard work to do, but he did it cheerfully, and felt happy in the gratitude of the sick whom he tended. But unfortunately, one day he caught cold. The same night, he was hurriedly called out to attend to a patient, and his cold turned into pneumonia. In spite of the best medical help he died, and was cremated in England.

II. The Funeral.—The body was laid on a bier, and covered with an embroidered pall. White flowers were strewn on the top. The mourners from the Indian members of the staff then placed the body on the hearse, and the procession started for the cremation ground in ambulance wagons. As the procession moved slowly down the main street of an English village, women came out of their cottages to see the sight, and the men took off their hats.

The burning ghat was on the hill. At the foot of the hill, the procession stopped, and the mourners lifted the body from the hearse, and climbed the hill on foot, chanting Vedic hymns as they went. They reached a small iron building, unlocked the gate, and entered the enclosure. They swept a platform, and sprinkled water on it to purify it for the funeral rite. They had heaped blocks of wood for fuel and prepared the pyre. After washing

the body, and putting a little honey and ghee and some metals into the mouth, placed it on the pyre. Then the mourners chanted the funeral dirge.

Scents, medicines and ghee were mixed. Camphor was lighted in a long spoon and was poured on the pyre. Then with a torch of straw, the four corners of the pyre were set alight. Ghee was poured here and there, till the body was burnt to ashes.

Next day, the ashes and the bones were collected, put in a box, and sent to India to be thrown into the Ganges.

III. Radha Kishen died in the service of his country, and in so doing strengthened the ties that bind India and England together.

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4. MODEL QUESTIONS.

1. Write a short biographical note on Radha Kishan. **Ans.** See Summary I.

2. Describe the funeral of Radha Kishen. **Ans.** See Summary II.

3. What service did Radha Kishen perform? **Ans.** See Summary III.

4. Give the meanings of:—To take off one's hat—(to show one's respect to); home-sick—(feeling sad on account of being away from home); to stand in one's way—(to stand as a hindrance).

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5. ANSWERS TO QUESTIONS GIVEN IN THE BOOK.

1. Learn these sentences:—

(*a*). His employer did not wish to part with him, but did not at the same time wish to *stand in the way of* his promotion. (*b*). He was sick, and had no taste for food. (*c*). The hospital was *full to overflowing* with the sick and the doctors had to *work their utmost*.—(overfull, do the utmost work they could).

2. (*a*) The start (beginning) was made this morning. We shall start for Bombay at six —(begin journey). Peary started to the north—(towards). Peary and his companions started out to face the danger—(took steps to) (*b*). The house was owned by his elder brother. This is my own book He is the owner of a beautiful horse. (*c*). Give me a pinch of salt—(as much as can be squeezed between tips of finger and thumb). He alone knows where the shoe pinches—(where the trouble is). (*d*). On reaching the foot of the hill, the procession stopped. (*e*). The ground was sprinkled with water. There was a large number of men with a sprinkling of ladies (*f*). You must get ready by four for going out for a walk (*g*). The house caught fire

3. I knew that you would always try to do your best.

4. (*a*) ***Now and then***, he thought of home and the dear ones he had left behind—(at times). (*b*) ***On the whole***, the results are

satisfactory. (*c*) ***Besides*** his own work he had to attend to the wounded soldiers in the hospital. (*d*) The Head Master will not readmit ***such*** boys as fail badly in the examination. (*e*) ***Though*** he is quite young, ***yet*** he is very wise. (*d*) ***Perhaps***, Mahatma Gandhi will see the Viceroy.

5. *Jab yeh ho chuka.*

6. **A Photograph**—a picture taken by the action of light on chemically-prepared surfaces. **Cement**—a substance applied as paste for uniting stones, bricks etc. **Camphor**—a whitish substance with a pungent smell, *Mushak Kafur.* **Ambulance** — a moveable hospital which follows an army in its movements.

7. I would rather be a doctor than a soldier. The doctor's work is humanitarian, the soldier's inhuman. The latter is for destroying human lives, the former for making them happy and enjoyable. There can be no nobler service for mankind than that of healing the sick, and nursing the wounded. The alleviation of human suffering is my ideal. A soldier inflicts injury on others, while a doctor heals and comforts those who are injured. A medical man makes no distinction between friend and foe, and serves every one. Of course, a soldier, also, performs a highly patriotic service. He defends his country and fights for its liberties. But a doctor's mission is far nobler. It is not confined to one's country,

but it embraces the whole humanity. I, therefore, prefer to be a doctor.

8. A Hindu funeral rite.—The dead body is washed and wrapped in white cloth. After the performance of certain religious ceremonies and the offering of *pinda* (food) to the departed soul, the body is placed on a bier, and covered with a shawl. The flowers are strewn on the top, Then the near relations of the deceased carry the bier on the shoulders, bare-headed and bare-footed, and are followed by other mourners, men and women. The mourners chant 'Ram Ram' all the way to the burning ghat Here a pyre of blocks of wood is got ready and the body is placed on it. Honey, *ghee*, and fine precious metals are put into the mouth of the dead-body, and then the chief mourner, the son or the nearest relation of the deceased, applies fire. As he goes round the pyre, the priest chants holy *mantras* all the time. Ghee, camphor, spices and sandal wood are thrown into the pyre to make the fire burn brightly. The mourners then return home after bathing in a stream or at a well nearby On the fourth day, the ashes and bones are collected and sent away to Hardwar to be consigned to the Ganges. The mourning lasts from eleven to fourteen days. Each day *Pinda* is offered to the deceased. Last of all, clothes, food and other gifts are given to the priests for the benefit of the departed soul, and the mourning comes to an end During the mourning, the family business is suspended.

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SOME IMPORTANT GENERAL QUESTIONS.

1. Describe an English village, comparing it with a Punjab village.

See Summary, Chapter IV, and answer to question II of this chapter. See also the answers to question 5 (*a*), Chapter III, and 8, Chapter X.

2. Describe life on an English farm.
(See Summary, Chapter IX).

3. Describe a fisherman's life.

(See Summary, Chapter VI).

4. Describe life in cold countries. (See Summary, Chapter XVIII).

5. How is Christmas celebrated in England?
(See Summary, Chapter II).

6. Describe the life of a coal-miner.
(See Summary, Chapter XIII).

7. Describe an imaginary voyage from India to England.
(See Summaries, Chapters XVI & XVII).

8. How are the deaf and dumb taught?
(See Summary, Chapter XI).

9. Give a short account of Peary's Polor Expedition.
(See Summary, Chapter XX).

10. Describe the modern steamship.
(See Summary, Chapter VIII).

حتےّٰ کہ لاش جل کر راکھ ہو گئی ۔ دُوسرے
دِن ہڈیاں اور راکھ اکھٹی کر کے صندُوق میں
بند کر دی گئی اور ہندوستان بھیج دی گئیں ۔
تاکہ گنگا میں ڈال دی جائیں ✤
رادھا کشن اپنے مُلک کی خدمت کرتا ہؤا
فوت ہؤا اور اس طرح جان دے کر اسنے
انگلستان اور ہندوستان کے باہمی رشتہ اتحاد
کو مضبوط کیا ✤

اس کے اوپر ایک پھولدار کپڑا ڈال گیا - اور
اس پر پھول رکھے گئے + اس کے بعد اس
کے دوستوں نے لاش اٹھا کر گاڑی میں رکھ
دی - اور خود دوسری گاڑیوں میں سوار ہو گئے
اس طرح یہ ماتمی جلوس روانہ ہوا - گاؤں
میں سے گذرتا ہوا مرگھٹ یا شمشان گھاٹ
کی طرف چلا - راستہ میں عورتیں اس غیرمعمولی
نظارہ کو دیکھنے کے لئے باہر نکل آئیں - اور
مرد جہاں ملتے ٹوپی سر سے اتار کر سلام کرتے
جیسا کہ ان کے رواج ہے کہ جنازہ کو دیکھ کر
سلام کرتے ہیں + پہاڑی کے نیچے پہنچ کر
جس کے اوپر شمشان گھاٹ تھا - وہ لوگ
گاڑیوں سے اتر آئے اور ارتھی کو کندھوں
پر اٹھا کر اوپر چڑھ گئے - دروازہ کھول کر
احاطہ میں داخل ہوئے + وہاں جگہ صاف کر
کے لکڑیوں کی ایک چتا تیار کی اور اس پر
لاش رکھ دی - اس کے منھ میں گھی شہد
اور رتن ڈالے - اور پھر مشک کافور جلا کر
اسپر ڈالا - بعد میں اس کے چاروں طرف
آگ لگا دی - اور اس میں وید منتروں سے ہون
کیا گیا - گھی خوشبودار مصالح وغیرہ اس میں ڈالے

اس نے اپنے لڑکے پہلے تو ہائی سکول میں
اور بعد میں لاہور کے میڈیکل کالج میں تعلیم
دلوائی - جب جنگ عظیم شروع ہُوا تو اس
نے پُورا کورس ختم کرنے سے پہلے ہی اپنی
خدمات ریڈکراس کے لئے پیش کیں - جو منظور
کی گئیں + اپنے بوڑھے باپ اور دوستوں کو
الوداع کہہ کر وہ بمبئی سے جہاز میں سوار
ہو کر مارسیلز پہنچا - یہاں پہلے تو فرانس کے
شمال میں لگایا گیا - بعد میں برینٹن کے
جنگی ہسپتال میں اس کی ڈیوٹی لگائی گئی -
یہاں اس نے زخمیوں اور بیماروں کی بڑی
خدمت کی - کام بہت تھا - لیکن وُہ خوشی سے
اپنے فرائض ادا کرتا رہا - بدقسمتی سے ایک دن
اسے زکام ہُوا اور اسی حالت میں آدھی رات
کو اسے ایک مریض دیکھنے کے لئے بلایا گیا -
اس کو گرم کپڑے پہننے کا بھی موقع نہ ملا
اس سے اس کا زکام نمونیا میں بدل گیا اور
وہ چند روز بعد باوجود کافی علاج معالجہ کے
فوت ہو گیا - انگلینڈ میں اس کا ماتم سنسنکار
ہُوا - اور اس کا حال ٹائمز اخبار میں چھپا +
اس کی لاش کو ایک پھٹ پہ لٹایا گیا - اور

لگا ۔ زمین کی چوٹی پر انہوں نے پانچ جھنڈے نصب کئے ۔ اسکیمو بڑے خوش ہوئے ان کی مہم کامیاب ہوئی ۔ پیری نے اپنے جھنڈے کا ایک ٹکڑا اور ایک تحریر اپنے آنے کے متعلق وہاں رکھی ۔

باب اکیسواں

انگلستان میں ایک ماتمی جلوس ۔ ہزاروں ہندوستانیوں نے سلطنت برطانیہ کی خاطر جنگ عظیم میں اپنی جانیں دیں ۔ کئی تو میدان جنگ میں کام آئے ۔ اور سینکڑوں نے آزادی کی خاطر دوسرے طریقوں سے خدمات کیں ۔ میدان جنگ میں یا انگلستان کے ہسپتالوں میں بھی بہت سے ہندوستانی کام کرتے رہے ۔ ان میں سے ایک پنجاب کے ضلع گوجرانوالہ کا ایک نوجوان برہمن رادھا کشن تھا جو برائٹن کے ملٹری ہسپتال میں خدمت کرتا ہوا فوت ہوا ۔

اس کا باپ ایک سکول میں استاد تھا ۔

نے نئے پوستینوں کے کپڑے پہن لئے - ایک پارٹی آگے آگے جاتی - دُوسروں کے لئے راستہ بنانے کے لئے اور پہلے ہی منزل پر پہنچ کر مکان تیار کرنے کے لئے +

اس طرح سارا مارچ وہ سفر کرتے رہے اور کئی دفعہ ڈوبنے سے بال بال بچے - سردی بڑی شدّت کی تھی - آدمیوں کے چہرے پھوٹ گئے اور اتنے درد کرنے لگے - کہ وہ سو نہ سکتے تھے +

نظارہ نہایت دلچسپ تھا - برفانی صحرا میں وُہ کھڑے تھے - سوائے برف کے اور کچھ نظر نہ آتا تھا +

ان کی یاترا کا آخری حصّہ اپریل ۶ کو ختم ہُوا - اب وُہ شمالی قطب کے اتنے قریب تھے کہ قطب ان کو دکھائی دیتا تھا + پیری چند گھنٹے آرام کرنے کے بعد اُٹھا - اور اُس نے اپنے روزنامچہ میں لکھا - آخر شمالی قطب پر آ پہنچے - اب ذرا آگے چلکر اسنے کچھ مشاہدے کئے - آدھی رات کے وقت یہاں مشرق مغرب - شمال سب سمتیں دُور ہو گئیں اور صرف جنوب ہی جنوب نظر آنے

بحیرہ منجمد کے برفانی میدانوں میں جہاں
کوئی راستہ نہ تھا۔ جانے سے پہلے انہیں ۹۰
میل خشکی پر سفر کرنا پڑا۔ وہاں سے
برف پر ۴۱۳ میل انہیں جانا پڑا۔
زمین بالکل نہ تھی اور برف کی سطح بھی
صاف اور ہموار نہ تھی۔ جہاں جہاں شگاف
آ جاتے تھے وہ بہت ہی خطرناک تھے۔ دونو
طرف برف درمیان میں پانی کسی جگہ تو آسانی
سے عبور ہو سکتا تھا۔ اور کہیں کہیں عبور
کرنا ناممکن تھا۔ ان کو عبور کرنے کا آسان
طریق یہ تھا کہ دائیں بائیں جس طرح ممکن
ہو سکے چلے جائیں۔ یہانتک کہ ایسی جگہ پہنچ
جائیں جہاں سے عبور کرنا آسان ہو۔ یا ایک
جگہ کھڑے انتظار کرتے رہیں۔ جب تک کہ
شگاف بند ہو جائیں۔

خوراک کا سامان گاڑیوں پر لاد کر کل
آدمیوں کو گاڑیوں پر بانٹ دیا۔ جوں جوں
خوراک ختم ہوتی جاتی۔ خالی گاڑیاں اور آدمی
بھی واپس بھیج دیئے جاتے۔ کمزور کتوں کو
مار کر دوسرے کتوں کو ان کا گوشت کھانے
کو دیا جاتا۔ کئی کتے مر گئے۔ اسکیموز

تو ۸۰ سے ۱۰۰ فٹ تک موٹی ہوتی ہے + یہ
برف کی پہاڑیاں پانی کے اندر چھپی رہتی ہیں +
پیری ساحل کے ساتھ ساتھ چلتا گیا - اور
ستمبر میں اس جگہ پہنچا - جہاں اس نے سردیاں
گذارنے کا ارادہ کیا ہؤا تھا - یہاں کتوں
کو کنارے پر چھوڑ دیا گیا اور کھانے پینے کا
سامان بھی گاڑیوں میں برف کے اوپر سے لے
گئے + تیل - آٹا - گوشت - پھل - دُودھ انکے
پاس تھا + صندُوق کے ٹکڑے الگ کر کے
انہوں نے کھڑے کر دیئے - اور اوپر بادبانوں
کی چھت ڈال کر جھونپڑیاں بنا لیں +
شکار سے تازہ گوشت بھی ملتا تھا - اور
مچھلیاں بھی پکڑ لیتے تھے +
۱۲ اکتوبر کو انہیں آخری دفعہ سُورج
دکھائی دیا اور اس کے بعد چار مہینے کی
رات پڑ گئی - چاند کی روشنی میں شکار کر
لیتے تھے + مگر وُہ بھی مہینہ میں صرف
اٹھ دس دن + زیادہ وقت ان کا جہاز
پر میں گذرتا + بڑے دن کے دن جشن
منایا گیا +
فروری کے آخیر میں وُہ پھر چل پڑے

مر گئے - کیونکہ ان کے جہاز ان برفانی پہاڑوں
سے ٹکرا کر چُور چُور ہو گئے + ان کے بعد سیاح
اپنے ہمراہ بے پہیہ برف پر چلنے والی گاڑیاں
لے گئے - لیکن ان کو یہ تجربہ نہ تھا - کہ ان
علاقوں میں زندگی کس طرح بسر کرنی چاہیئے -
اس لیئے وُہ بھی ناکام رہے +

کمانڈر پیری کو یہ سوجھی کہ اس کو اس مہم
میں کامیابی صرف اسکیمو کی مدد سے ہو سکتی ہے
اس لیئے وہ اٹھارہ سال ان کے ساتھ رہا - اور
ان لوگوں سے اس نے سرد علاقوں رہنے اور کام
کرنے کا ڈھنگ سیکھا - جولائی ۱۹۰۸ء میں وُہ
اپنے جہاز میں نیویارک سے روانہ ہُوا + اس کی
تجویز یہ تھی کہ گرمیوں میں سفر کر کے سردی کے
دن کیمپ میں گذارے - اور پھر کُتّے اور گاڑیوں
کو ساتھ لے کر موسم بہار کے دنوں میں شمالی
قطب کی طرف روانہ ہو + اس کے ہمراہ ۲۱ گورے
ایک حبشی اور کچھ اسکیمو عورتوں اور بچّوں سمیت
تھے - اور دو سو اسکیمو کتّے گاڑیوں کے لیئے +

یہاں برف سمندر کا پانی معمولی طور پر منجمد
ہونے سے نہیں بنتی - بلکہ یخ کے تودوں سے
ٹوٹ ٹوٹ کر برف گرتی رہتی ہے - کہیں کہیں

ان کے اندر سو جاتے ہیں - خواہ جاگتے ہوں یا
سوتے ہوں ایک لمپ جلتا رہتا ہے +
اسکیمو لوگ بڑے میلے گندے ہوتے ہیں -
نہاتے نہیں - اگر میل بدن پر جمع ہو جائے تو
تیل سے اس کی تہ اُتار دیتے ہیں +

باب بیسواں

قطب شمالی کی مہم - زمین کی شمالی حد کو
شمالی قطب کہتے ہیں - وہاں جس طرف دیکھو جنوب
کی طرف ہی دیکھو گے - اگر ایک نارنگی میں پنسل
آر پار کر دو تاکہ نارنگی اس کے گرد گھوم سکے -
تو وُہ نقطے جہاں پنسل نارنگی کو چھیدتی ہے -
اس کے دونوں قطب ہونگے + چار سو سال سے
یہاں پہنچنے کی کوششیں ہو رہی تھیں - لیکن سب
ناکام رہیں - کیونکہ اس جگہ سفر کرنا بڑا دشوار اور
خطرناک ہے + کمانڈر پیری ۱۹۰۹ میں یہانتک
پہنچنے میں کامیاب ہُوا - ان علاقوں میں جہاز نہیں
چل سکتے - کیونکہ سمندر منجمد ہے - اور کئی سیاح
تو مایوس ہو کر واپس آ گئے اور کئی وہاں ہی

یہاں گھاس بڑا گھنا ہوتا ہے - پھول کھلتے ہیں۔ شہد کی مکھیاں - مکھیاں - مچھر وغیرہ بہت ہوتا ہے - ہرن - لومڑی - خرگوش - ریچھ - اور کبھی کبھی بھیڑیا بھی پائے جاتے ہیں +

سردیوں میں اسکیمو لوگ پتھر اور مٹی کے جھونپڑیوں میں رہتے ہیں - اور گرمیوں کو خیمول میں یہ لوگ خانہ بدوش ہیں - اور مکان ساری قوم کے مشترکہ ہوتے ہیں + مکان بنانے میں ایک مہینہ لگتا ہے - زمین میں ایک گڑھا کھود لیتے ہیں - یہ اس مکان کا فرش ہوتا ہے - دیواریں پتھر کی بناتے ہیں اور سوراخ مٹی وغیرہ سے بند کر لیتے ہیں - دیواروں کے اوپر بڑے بڑے پتھر رکھ کر چھت بنا لیتے ہیں - اور اوپر مٹی ڈال دیتے ہیں - مکان میں دروازہ نہیں رکھتے - چھت میں ہوا کے لئے سوراخ رکھ لیتے ہیں - زمین میں ایک سوراخ ہوتا ہے - جو دروازے کا کام دیتا ہے - اس سے اندر داخل ہو کر رینگتے رینگتے مکان میں پہنچ جاتے ہیں - جھونپڑی کے اندر ایک اونچا تھڑا سونے کے لئے بنا لیتے ہیں - جس پر گھاس بچھا لیتے ہیں - اور اس کے اوپر کھالیں بچھا لیتے ہیں - اور

عجیب چیز کو جاننے کے وُہ بڑے مُشتاق ہیں - کوئی حکومت یا آئین نہیں لیکن بڑے ذہین ہوتے ہیں - اور آپس میں برتاؤ کے چند قواعد پر عمل کرتے ہیں - وُہ بالکل معصُوم ہیں اور ان میں کوئی برائیاں نہیں پائی جاتیں - کوئی بُری عادات نہیں - نہ ہی کسی مُنشی اشیاء کا استعمال کرتے ہیں - اور وُہ بڑے تندرُست اور جفاکش ہوتے ہیں - اگر کوئی بھوکا ہو تو اپنے کھانے میں سے اسے حِصّہ دے دیتے ہیں اور بوڑھے اور لاچار آدمیوں کی بڑی خدمت کرتے ہیں + قد کے چھوٹے ہوتے ہیں - ان کا بھُورا رنگ - تیز آنکھیں اور سیاہ بال ہوتے ہیں - عورتیں پست قد اور موٹی ہوتی ہیں - لیکن بڑی مضبُوط - مرد بھی موٹے اور مضبُوط ہوتے ہیں + ان کی کوئی لکھی ہوئی زبان نہیں - زیادہ تر خوراک گوشت ہے - بڑے ہی خوشدل ہیں + گرین لینڈ میں ایک سو دس دن گرمیوں میں سُورج کبھی غرُوب نہیں ہوتا - اور سردیوں میں اتنا ہی عرصہ نکلتا نہیں - ساحل کے ساتھ ساتھ برف کے تودے جمع رہتے ہیں + سردی کے موسم میں سطح زمین برف سے ڈھکی رہتی ہے +

ہوتے ہیں - وُہ مختلف رنگوں کے ہوتے ہیں - بعض سائینسدانوں کی رائے ہے - کہ یہ کُتّے بحیرہ منجمد کے بھیڑیوں کی نسل میں سے ہیں + وُہ گوشت کھاتے ہیں - اور پانی کی جگہ برف کھاتے ہیں - مکان کے اندر ان کو باندھنے کی ضرورت نہیں ہوتی - باہر ہی باندھ دیتے ہیں - وُہ سخت سے سخت سردی بھی برداشت کر سکتے ہیں + گرین لینڈ کا شمالی حِصّہ زیادہ حِصّہ سال کا برف کے نیچے رہتا ہے - بڑے بڑے برفانی تودے سمندر میں تیرتے پھرتے ہیں - کئی دفعہ جہاز ان کے درمیان آ جاتے ہیں اور ٹکرا کر چکنا چُور ہو جاتے ہیں +

باب اُنیسواں

اسکیمو - لوگ گرین لینڈ کے شمال مغربی ساحل پر رہتے ہیں - ان کا بڑا کام شکار کرنا ہے - اور وُہ سال دو سال سے زیادہ ایک جگہ نہیں رہتے - ان کی جائداد کُتّے - بے پہیہ گاڑیاں برتن اور کھالیں ہوتی ہیں + ہر ایک نئے یا

جُوتیاں دَھس جاتی ہَیں - یہ بَرفانی جوتے لمبے
نوکدار لکڑی کے ٹکڑے ہوتے ہیں - جو جوتیوں
میں باندھ لیتے ہَیں - اور ان سے بَرف پہ آسانی
سے چل پھر سکتے ہَیں + بَرف پر بھاری پہیہ
والی گاڑیاں بھی نہیں چل سکتیں - انکی بجائے
بنا پہیہ کی گاڑیاں (سلیج) استعمال کی جاتی ہَیں -
ان کو گھوڑے آسانی سے کھینچ سکتے ہَیں گاڑیوں
کو چلانے والے لوگ موٹے پوستین کے کوٹ
پہنتے ہَیں - اور کانوں تک ڈھکے رہتے ہیں - کبھی
دستانے اور ٹوپیاں پہنے ہوئے ہوتے ہَیں - لیکن
تو بھی سردی سے سُن ہو جاتے ہَیں - ان کا
ناک بالکل بے حس ہو جاتا ہَے - وہ ڈھیلی برف
لے کر اسپر ملتے ہَیں جبتک وہ گرم نہ ہو جائے +
شمال کے مُلکوں میں سال بھر برف رہتی ہَے -
یہاں سلیج گاڑیوں کو کتّے کھینچتے ہَیں + اسکیمو
کرۂ زمین کے سب سے شمالی حِصّے کے باشندے
ہَیں - ان کی زیادہ آبادی گرین لینڈ میں ہَے -
اسکیمو گِٹّے بڑے مضبوط اور جفاکش ہوتے ہَیں
اور بنا خوراک کے بھی کئی دنوں تک سخت
سردی میں کام کر سکتے ہیں - ان کی ٹانگیں بڑی
مضبوط اور اوپر کے بال اور پوستین بڑے گھنے

جو دیہات کی کھُلے میدانوں کی کمی کو پُورا کرتے ہیں۔ غریب آدمیوں کی حالت بہتر بنانے کیلئے بہت سی کوششیں ہو رہی ہیں۔ اب گاڑی دریائے ٹیمس کے پُل پر سے گذری اور وہ لندن کے بڑے سٹیشن پر پہنچ گئے۔

باب اٹھارہواں

سرد مُلک۔ پنجاب میں رہتے ہوئے تم اندازہ نہیں لگا سکتے کہ سرد ملکوں میں کتنی شدّت کی سردی ہوتی ہے۔ دسمبر اور جنوری میں یہاں رات کے وقت سخت سردی ہوتی ہے۔ لیکن دن گرم ہوتے ہیں۔ دُنیا کے بہت سے حِصّوں میں سردیوں میں دن رات لگاتار سردی رہتی ہے۔ برف اکتوبر یا نومبر میں ہی پڑنی شروع ہو جاتی ہے۔ اور چار پانچ مہینے تک کئی فٹ گہری پڑی رہتی ہے برف پر چلنے کے لئے لوگ چمڑے کے جوتوں کی بجائے لکڑی کی جوتیاں استعمال کرتے ہیں۔ برف کی سطح بڑی صاف اور نرم ہوتی ہے۔ معمُولی

آنے لگے ۔ بڑے بڑے عالیشان مکان جن کے
گرد خوبصورت باغ تھے نظر آنے لگے ۔ ان
باغوں میں پھول پھلدار درخت اور سبزیاں تھیں
لندن کے گرد نواح میں مکان زیادہ پاس پاس
تھے ۔ یہاں لندن کے دوکاندار اور کاروباری آدمی
رہتے ہیں ۔ صبح گاڑی میں شہر کو چلے جاتے
ہیں اور شام کو گھر واپس آ جاتے ہیں ۔ اس
سے آگے چل کر مکان اور چھوٹے ہو گئے اور
اور بجائے باغوں کے صحن نظر آنے لگے جن میں
پھولوں کی جگہ دھوئے ہوئے کپڑے سوکھنے کیلئے
لٹکے ہوئے تھے ۔

لائن کے دونوں طرف مکانوں کی قطاریں
تھیں ۔ کہیں کہیں گرجے کا کلس یا سکول کی
عمارت دکھائی دیتی تھی ۔ گندی گلیاں بھی تھیں
جہاں غریب لوگ رہتے ہیں ۔ کارخانوں کی چمنیوں
سے دھواں نکل رہا تھا ۔ غریب کمزور بچے
جن کی شکل سے معلوم ہوتا تھا کہ ان کو کھانے
کو بہت کم ملتا ہے ۔ سڑکوں پر کھیل رہے
تھے ۔ ان بیچاروں کو کھلی ہوا کبھی نصیب
نہیں ہوتی ۔ لندن میں کہیں کہیں عام لوگوں
کی تفریح کے لئے کھلے میدان (پارک) ہیں ۔

ہے - اس علاقے میں پھلوں کے درخت بہت تھے
جو کھیت زیر کاشت تھے ان میں سے جو کی
فصل نکل رہی تھی + موسم خزاں میں بوئی
گئی تھی - دوسرے کھیتوں میں گیہوں حال ہی
میں بوئی گئی تھی - کیونکہ یہ زمین سرما میں
خالی پڑی رہی تھی اور اس میں بوجہ برف
کے کاشت نہیں ہو سکتی تھی - دونو فصلیں
ستمبر میں تیار ہونگی اور کاٹی جائینگی + انگلینڈ
میں صرف ایک ہی فصل ہوتی ہے +
انگلینڈ میں بارش اتنی کثرت سے ہوتی ہے -
کہ آبپاشی کے لیئے مصنوعی ذریعوں - نہروں اور
کوؤں کی ضرورت ہی نہیں - پینے کا پانی نلکوں
کے ذریعہ گھروں میں پہنچایا جاتا ہے + دور دراز
گاؤں میں کوؤں کا پانی استعمال کیا جاتا ہے -
کھیتوں کے اِرد گرد جھاڑیاں ہیں جو ایک
کھیت کو دوسرے سے جُدا کرتی ہیں + چراگاہوں
میں بھیڑیں بکریاں چر رہی تھیں - گھوڑے
چھکڑے کھینچ رہے تھے + اور کسان کھیتوں
میں کھاد بچھا رہے تھے اور آلو لگا رہے تھے -
جنگلوں میں زمین پر خوبصورت پھولوں کا فرش
بچھا ہوا تھا + جوں جوں وہ لندن کے نزدیک

باب ستارہواں

احمد یہ دیکھ کر بڑا حیران ہؤا کہ اگرچہ سٹیشن کے مزدور سب انگریز تھے اور انگریزی بولتے تھے وہ ان کی بولی نہ سمجھ سکتا تھا + مسٹر نیوٹن نے اسے کہا کہ انگلینڈ کے مختلف اضلاع کے لوگوں کے تلفظ میں بڑا فرق ہے - خاص کر ان لوگوں کی بولی میں جو تھوڑا پڑھے ہوئے ہیں + یہ مزدور لوگ بڑے مضبوط اور گراں ڈیل جوان تھے - بوجھ سر پر اُٹھانے کی بجائے کندھوں پر اُٹھاتے ہیں -

اب گاڑی چل پڑی اور زراعتی کھیت اور چراگاہیں دکھائی دینے لگیں - گھاس تازہ نظر آتا تھا - درختوں کے نئے پتے نکل رہے تھے - کیونکہ بہار کا آغاز تھا + احمد نے حیران ہو کر پُوچھا کہ سردیوں میں ان لوگوں کو سایہ کہاں سے میسر ہوتا ہوگا - مسٹر نیوٹن نے اسے کہا - کہ انگلینڈ میں لوگوں کو سردیوں میں سایہ کی ضرورت نہیں - کیونکہ ان دنوں میں سردی اتنی سخت ہوتی ہے - کہ جتنی بھی گرمی ان کو مل سکے غنیمت

انگلستان پہنچ گئے ۔ جہاز کے ٹھہرنے کی جگہ
پر بڑی چہل پہل تھی ۔ مسافروں کے دوست
رشتہ داران کو ملنے آئے ہوئے تھے ۔ مسافر اپنا
اپنا اسباب لے رہے تھے ۔ اسباب لے کر لوگ
مختلف ریل گاڑیوں میں مختلف شہروں کو چلے گئے
احمد اور نیوٹن نے لنڈن کے ٹکٹ لئے اور
گاڑی میں سوار ہو گئے ۔

انگلینڈ میں ریل گاڑیاں بڑی تنگ ہوتی ہیں
بیٹھنے کے لئے دو نشستگاہیں ہوتی ہیں ۔ ایک دوسرے
کے بالمقابل چار پانچ آدمی ایک طرف بیٹھ سکتے
ہیں ۔ ان کے گھٹنے ایک دُوسرے سے ملے رہتے
ہیں ۔ اسباب رکھنے کے لئے سر کے اوپر چھتیں بنے
ہوتے ہیں ۔ سونے کیلئے جگہ مطلق نہیں ہوتی ۔ وجہ
یہ ہے ۔ کہ مُلک سرد ہے ۔ اور لوگ ہر وقت
ہندوستانیوں کی طرح اونگھتے نہیں رہتے ۔ اور
دُوسری وجہ یہ ہے ۔ کہ مُلک چھوٹا ہے ۔ ایک سرے
سے دُوسرے سرے تک آدمی ایک ہی دن میں
پہنچ سکتا ہے ۔ رات میں سفر کرنے کی ضرورت
ہی نہیں ۔ لمبے سفر میں سونے کے لئے الگ
ڈبے مہیا کئے جاتے ہیں ۔

دونوں طرف ریگستان پھیلا ہؤا ہے - جہاں جہاز کے افسروں کو خبر ملی کہ ایک جہاز انگلستان سے ڈاک اور مُسافر لئے آ رہا ہے - اسلئے اس جہاز کو کنارے کے ساتھ باندھ دیا تاکہ دُوسرا جہاز نہر میں سے بآسانی گذر سکے ۔

یہاں سے چل کر وُہ بندرگاہ سعید پر پہنچے یہاں جہاز اپنے استعمال کیلئے کوئلے لیتے ہیں- ان کے جہاز پر بھی حسب ضرورت کوئلہ لادا گیا احمد اور نیوٹن اس اثناء میں بازار کی سَیر کو چلے گئے - بازار کے سوائے اور یہاں کچھ دیکھنے کے لائق نہیں ۔ یہاں سے چل کر دن ٹھنڈے ہونے شروع ہو گئے - پانچ دن کے بعد وُہ مارسیلز فرانس کے جنُوب میں پہنچے - یہاں سے جہاز تو سپین کے کنارے کنارے ہوتا ہؤا جبرالٹر سے گذُر کر خلیج بسکے سے انگلستان پہنچا تھا - اس میں ایک ہفتہ زیادہ لگتا ہے ۔ احمد اور نیوٹن نے یہاں سے ریل گاڑی میں سفر کیا - اور فرانس میں سے ہوتے ہوئے دوسرے دن دوپہر کے وقت فرانس کے شمال میں ساحل پر پہنچ گئے - اور یہاں سے پھر جہاز میں سوار ہوکر دو گھنٹہ سفر کے بعد

جھوٹا الارم آگ کا دیا گیا - اور سب مُسافر اور ملاح
پنی اپنی جگہ پر حاضر ہو گئے - کِشتیاں تیار کی
گئیں - اور ملازموں ملاحوں کو مشق کرائی گئی - کہ
وہ آگ لگنے پر یا طُوفان کے وقت کس طرح
اپنا اپنا فرض آگ بُجھانے اور مُسافروں کی جانیں
بچانے میں پُورا کرینگے +

باب سولھواںؔ

عدن اور بندرگاہ سعید - پانچ دن کے بعد
وہ عدن پُہنچے - کیونکہ دو چار گھنٹہ ہی ٹھہرنا تھا -
کِشتی لے کر وُہ کنارے پر گئے اور سیر کی -
عدن ایک پہاڑی مقام ہے - جہاں سبزی کا
نام و نشان نہیں - گرمی بڑی ہوتی ہے -
پانی کی بھی قِلّت ہے +

ریڈلس - دُوسرے دن وہ ریڈلس پُہنچے -
دُور سے عرب کا پہاڑی ساحل نظر آتا تھا - یہاں
گرمی سخت تھی - ہر ایک نے ہلکے کپڑے پہنے -
اور سارا دن سستی میں ہی گذرتا تھا +

اس کے بعد نہر سویز میں پُہنچے - اس نہر کے

حیران تھا کہ یہ کیوں رُکی ہیں + دُھواں نکل رہا تھا +

اب جہاز کنارے سے چل پڑا + احمد کو یار دوست چھیڑا کرتے تھے ۔کہ وُہ جہاز پر ضرور بیمار ہو جائیگا ۔ لیکن حیرانی کی بات ہے کہ اسکو ذرا بھی تکلیف نہ ہوئی + کئی شخصوں کو تو کچھ دنوں تک بڑی تکلیف ہوئی ۔ لیکن پھر سب ٹھیک ہو گئے ۔ اور جہاز پر زندگی باقاعدہ ہو گئی +

جہاز پر اجازت تھی کہ جو چاہے صحن میں سو سکتا تھا ۔ احمد نے بستر باہر کر لیا ۔لیکن علےالصبح اسے اُٹھنا پڑا ۔ کیونکہ صُبح ہی ملازم جگہ صاف کرنے اور دھونے کے لیئے پائپ اور بالٹیاں لے کر آ جاتے ہیں ۔ اور سب کو اُٹھنا پڑتا ہے +

صُبح کے کھانے کے بعد لوگ تختہ جہاز پر آرام کرسیوں پر بیٹھے ہوئے آپس میں باتیں کرتے یا پڑھتے رہتے تھے ۔ یا کھیل کر دل بہلاتے ۔ایک دن کرکٹ بھی کھیلے + چاروں طرف پردے لٹکائے گئے تاکہ گیند سمندر میں نہ جا پڑے +

ہر روز دُنیا کی تازہ ترین خبریں جو بے تعلق تار سے موصُول ہوتی تھیں ۔ جہاز کے چھاپے خانے میں چھپ کر شایع کی جاتی تھیں + ایک دن ایک

میں چلنے پھرنے کی بھی جگہ نہ رہتی ۔ کمروں پر نمبر
لگے ہوئے تھے اور احمد نے اپنے کمرے کا نمبر
نوٹ کر لیا ۔ کہ کہیں بھول ہی نہ جائے ۔ اور
جہاز کی سیر کرنے چل پڑا +

باب پندرہواں

جہاز ۔ بہت بڑا تھا ۔ مختلف منزلیں ایک
دوسرے سے سیڑھیوں کے ذریعہ ملی ہوئی تھیں ۔
احمد نے نیچے مشین دیکھی ۔ جن سے انجن چلتے
تھے ۔ جہاز میں ایک حجام کی دوکان تھی ۔ ایک
دوکان اور تھی ۔ جہاں مختلف اشیاء جن کی اکثر
مسافروں کو ضرورت پڑ جاتی ہے ۔ برائے فروخت
موجود تھیں + اس کے مقابل ڈاکٹر کا کمرہ تھا +
کھانے کا کمرہ جس میں میزیں اور کرسیاں خوب
سجی ہوئی تھیں بڑا ہی دلکش تھا + احمد نے
اوپر جا کر دیکھا کہ لوگ اپنا اپنا اسباب الگ کر
رہے ہیں ۔ اور لے رہے ہیں ۔ بعض جنگلہ پر
سے اپنے دوستوں کو الوداع کہہ رہے ہیں +
تختہ جہاز پر کچھ ہلکی کشتیاں رکھیں ۔ اور احمد

باب چودہواں

ایک دعوت - مسٹر نیوٹن چھ مہینے کی رُخصت لے کر ولایت جا رہے تھے - انہوں نے اپنے ایک ہندوستانی نوجوان دوست احمد کو لکھا کہ اگر وُہ ولائیت جانا چاہے تو وُہ بخوشی اسے ساتھ لے جائیں گے - اور انگلینڈ کی سیر کرائینگے - اس سفر سے اس کو انگریزی بولنے لکھنے کی بھی اچھی مشق ہو جائیگی + احمد کو یہ پڑھ کر بڑی خوشی ہوئی اور اس کا والد بھی بخوشی اس پر رضامند ہو گیا + کچھ دن کی تیاری کے بعد وہ لاہور پہنچا - اور وہاں سے بہمراہی مسٹر نیوٹن بمبئی میل میں وُہ بمبئی کی طرف روانہ ہوئے تیسرے دن دوپہر کے وقت وہ بمبئی پہنچ گئے - وہاں ایک جہاز میں انہوں نے ایک کمرہ لے لیا - کمرہ نچلی منزل میں تھا - نہائیت چھوٹا تھا اور اس میں بستر نیچے اوپر لگے ہوئے تھے - ان کے نیچے اسباب رکھا تھا - جگہ کا نہائیت کفائت کے ساتھ استعمال کیا گیا تھا - چیزیں قرینے سے رکھی ہوئی تھیں - ورنہ کمرے

پڑ جاتے رہتے ہیں - بعض دفعہ مٹی اور کوئلہ گر کر راستہ بالکل بند ہو جاتا ہے - اور مزدور اس کے نیچے دب کر مر جاتے ہیں - ایسے موقعوں پر باہر سے امداد کے لئے آدمی جاتے ہیں اور وہ مٹی وغیرہ ہٹا کر ان بدقسمت مزدوروں کو زندہ نکالنے کی کوشش کرتے ہیں +

انگلینڈ میں کوئلہ بکثرت نکلتا ہے - اور سارے ملک میں یہی زیادہ استعمال ہوتا ہے - گھروں میں کارخانوں میں اور جہاز اور انجن چلانے کے لئے بھی + ہر ایک مکان میں کوئلہ جلانے کیلئے انگیٹھی ہوتی ہے - جس کے نیچے لوہے کی سیخیں لگی ہوتی ہیں - جن میں سے راکھ نیچے گرتی رہتی ہے - اور اس کے اوپر ایک چمنی ہوتی ہے - جہاں سے دُھواں باہر نکلتا رہتا ہے - کوئلہ میں ایک بڑا نقص یہ ہے - کہ شہر میں دُھواں بہت رہتا ہے + جس شہر میں بہت سے کارخانے ہیں - وہاں بڑا گھنا دُھواں رہتا ہے - اور اگر تم باہر سیر کرنے نکلو - تو تمہارا چہرہ سیاہ ہو جائیگا - لندن کی دُھند بھی زیادہ تر اس دھوئیں کے باعث ہی ہے +

اُٹھا دیتے ہیں + جہاں جہاں سے کوئلہ نکالا جاتا
ہے - وہاں اوپر کی چھت کو ستونوں سے سہارا
دیئے رکھتے ہیں +

پہلے زمانہ میں مزدور لوگ موم بتیاں روشنی
کے لئے ساتھ لے جاتے تھے - لیکن یہ بڑا ہی
خطرناک تھا - کیونکہ کھلے شعلے کے ساتھ کوئلہ
کی گیس مل کر جل اُٹھتی تھی - اور بہت سی
جانیں تلف ہوتی تھیں - اب بتیوں کی بجائے
سیفٹی لمپ ساتھ لے جاتے ہیں - ہر ایک مزدور
کی ٹوپی میں ایک لمپ رکھا ہوتا ہے +

ایک اور خطرہ بیماری کا تھا جو تازہ ہوا کی
کمی کے باعث پیدا ہو جاتی تھی - آج کل گندی
ہوا کے نکلنے اور تازہ ہوا کے اندر داخل ہونے کا
بڑا اچھا انتظام کیا ہوا ہے - ہوا کے آنے جانے
کے لئے ٹیوب لگی ہوئی ہیں - اور کافی ہوا
مختلف راستوں اور ٹنلوں میں پہنچانے کے لئے
پنکھوں اور پمپوں سے کام لیتے ہیں + اِسطرح
بیماری کا امکان تو کم ہو گیا ہے - لیکن اور
نیا خطرہ پیدا ہو گیا ہے + اور وُہ یہ ہے - کہ
کوئلہ کی راکھ تازہ ہوا کے ساتھ مل کر جل اُٹھتی
ہے - ہم اکثر اخباروں میں ایسے حادثوں کا حال

وُہ سبزیوں سے جو دلدلی زمینوں میں دب گئیں ہیں ۔ بنتا ہے ان کو نکال کر دُھوپ میں سکھا لیتے ہیں ۔ اور جلانے کے کام آتا ہے +

کوئلہ کی کان ایک زمین دوز شہر کی مانند ہوتی ہے ۔ ایک گڑھا سا زمین میں کھود لیتے ہیں یہ کان کا دروازہ ہوتا ہے ۔ کان میں کام کرنے والے مزدور لوہے کے پنجروں میں نیچے اُتر جاتے ہیں ۔ اندر لمبے لمبے تنل ہوتے ہیں + اور مختلف سمتوں میں راستے بنے ہوئے ہوتے ہیں۔ ریلیں بچھی ہوئی ہیں ۔ ان پر کوئلے سے بھرے ہوئے چھکڑوں کو گھوڑے کھینچتے ہیں ۔ کوئلہ آہنی ٹوکروں میں اوپر زمین پر پھینکا جاتا ہے ۔ اور خالی چھکڑے واپس بھیجے جاتے ہیں ۔ تاکہ پھر بھرے جائیں +

سینکڑوں آدمی کانوں میں کام کرتے ہیں۔ ان کو سُورج کی روشنی دیکھنی نصیب نہیں ہوتی + ان مزدوروں کو دُوسرے مزدوروں کی نسبت اُجرت زیادہ ملتی ہے ۔ کیونکہ ان کا کام ناخوشگوار اور خطرناک ہے +

کوئلہ کو تیز نوکدار ہتھیاروں سے کاٹتے ہیں جہاں زیادہ سخت ہو وہاں بارود بھر کر اسے

زمانے میں لکڑی تھا۔ ہزاروں سال ہوئے
انگلینڈ میں درختوں کے جنگل ہی جنگل تھے اور
زمین بڑی دلدلی تھی۔ ان درختوں کے پتے۔
شاخیں اور تنے جو زمین پر گرتے رہتے تھے۔
کچھ وقت کے بعد ریت اور مٹی سے ڈھکے
گئے۔ اور سخت ہو کر کوئلہ بن گئے۔ ممکن ہے
کہ ان کے اوپر کبھی سمندر پھر گیا ہو۔ کیونکہ
سطح زمین کی شکل بدلتی رہتی ہے۔ خشک
زمین پانی سے ڈھک جاتی ہے۔ اور کبھی
پانی کسی جگہ پھر خشکی ہو جاتی ہے + اسی طرح
یہ جنگل پانی کے نیچے آ گئے۔ اور کچھ عرصہ
کے بعد سمندر پیچھے ہٹ گیا۔ اور زمین
اوپر سے خشک رہ گئی۔ اور پھر جنگل اُگ
آئے اور پھر اسی طرح سے عمل شروع ہو گیا
اسی طرح کئی بار ہوتا رہا۔ اور یہ اس سے
ظاہر ہوتا ہے۔ کہ کانوں میں کہیں تو کوئلہ کی
ملتی ہیں + سائنسدان اس نتیجہ پر پہنچے ہیں
انہوں نے دیکھا ہے کہ کوئلوں پر پتوں کے
نشان پائے جاتے ہیں۔ اور کبھی کبھی تنوں کے
تنے ملتے ہیں +

دوسری چیز جو ایندھن کا کام دیتی ہے۔

بجائے ایندھن کے زمین میں کھاد کے طور پر برتا
جاتا ہے - وہاں کے لوگوں کو یہ خیال ہی نہیں
سوجھا - کہ اس کو بطور ایندھن کے استعمال کریں
لکڑی کے جنگل بہت کم ہیں - اور ان کی بڑی
حفاظت رکھی جاتی ہے - ان سے ہر ایک شخص
لکڑی حسب مرضی نہیں کاٹ سکتا +

انگلستان میں گوبر وغیرہ زمین میں بطور
کھاد کے رہنے دیتے ہیں - کیونکہ پودے زمین
سے اپنی خوراک حاصل کرتے ہیں - اور زمین
میں سے خوراک کا یہ ذخیرہ ختم ہوتا جاتا ہے - اگر اسکی
جگہ زمین کو خوراک بہم نہ پہنچائی جائے تو فصلیں
ہی پیدا نہ ہو سکیں - اور اگر ہوں تو بڑی تنگی سے
یہ گوبر وغیرہ زمین کو خوراک بہم پہنچاتے ہیں اور گوبر
کا یہ استعمال زیادہ مفید ہے - بہ نسبت ایندھن کے +

باب تیرہواں

پتھر کا کوئلہ :- انگلینڈ میں پتھر کا کوئلہ
بطور ایندھن کے استعمال ہوتا ہے - کیونکہ یہ تیار
شکل میں بکثرت ملجاتا ہے - یہ کوئلہ کسی گذشتہ

باب بارھواںؑ

مُختلف مُلکوں میں آب و ہوا اور قدرتی حالات کے مطابق مختلف اشیاء بطور ایندھن استعمال ہوتی ہیں۔ ہندوستان کی آب و ہوا معتدل ہے۔ یہاں آگ کی زیادہ ضرورت نہیں پڑتی۔ گھر میں کھانا پکانے کے سوائے اور کسی کام کے لیۓ آگ درکار نہیں ہوتی۔ اس لیۓ یہاں لکڑی کوئلہ اور اُپلے بکثرت استعمال ہوتے ہیں۔ یہاں یہ چیزیں بکثرت مل جاتی ہیں + کنیڈا میں جہاں جنگلوں میں لکڑی بکثرت ہے۔ وہاں لکڑی ہی جلائی جاتی ہے۔ لیکن پریریز یعنی گھاس کے میدانوں میں جہاں درخت نہیں ہوتے لکڑی دستیاب نہیں ہو سکتی۔ لیکن سردی زیادہ ہوتی ہے۔ وہاں سوکھا گھاس ہی بند انگیٹھیوں میں جلایا جاتا ہے۔ گرم ملکوں میں لوگ اکثر گھروں کے اندر ہی رہتے ہیں۔ اور سردی کی شدت کے باعث مکانوں کو گرم رکھنے کے لیۓ آگ بہت جلائی جاتی ہے۔ انگلینڈ میں جنگلات کے زیادہ نہ ہونے کے باعث لکڑی نہیں مل سکتی اور مویشیوں کا فضلہ گوبر

بولتے ہوئے پٹھّے اس طرح حرکت کرتے ہیں ۔ اس طرح بہرہ بچہ بشرطیکہ واقعی گنگا نہو۔ آوازیں نکالنی سیکھ جاتا ہے ۔ پہلے بھی وہ جب کبھی روتا ہے ۔ تو ایک قسم کی آواز نکالتا ہی ہے ۔ اس وقت وُہ صرف زبان اور مُنھ کے پٹھّے ہلاتا ہے لیکن دُوسری آوازیں کرنے کے لئے وہ گلہ کے پٹھّے جو مُنھ کے پیچھے ہیں ہلانا سیکھ جاتا ہے +

بہرا بچہ بچپن میں دیکھ کر کہ وُہ دُوسرے لوگوں سے مختلف ہے ۔ بڑا پریشان ہوتا ہے ۔ وُہ دُوسروں کو بولتے ۔ کھیلتے ۔ ہنستے سُنتا ہے ۔اور اس کو افسوس ہوتا ہے ۔کہ وہ ان کی خوشیوں میں حصّہ نہیں لے سکتا ۔ اور اس کو معلُوم ہو جاتا ہے ۔کہ اس میں کوئی نقص ہے ۔جسکی وجہ سے وُہ اپنے ساتھیوں کی حرکات میں شامل نہیں ہو سکتا ۔اُستاد اس کو اس مایُوسی سے آزاد کرتا ہے اور اسکو ایسی تربیت دیتا ہے ۔جس سے وہ اس حس کی کمی کو جو اس میں نہیں ہے ۔ ان حواس کے زیادہ استعمال سے پُورا کرے جو وُہ رکھتا ہے + اس طرح اس کا دل اس کمزوری سے ہٹا کر دُنیا کی زندگی کے روشن پہلو کی طرف لگایا جاتا ہے +

وُہ اَصلی معنوں میں گُونگے نہیں ہوتے - بلکہ صرف خاموش رہتے ہَیں +

ولائت میں ایسے بہرے بچّوں کو بولنا سکھانے کیلیئے مدرسے جاری ہیں - جہاں ان کو آوازیں سُننی نہیں - بلکہ دیکھنا سکھایا جاتا ہَے - وُہ تمہارے ہونٹھ اور زبان کی حرکات غور سے دیکھتے رہتے ہَیں - اور بار بار ان حرکات کو دیکھ کر جو لفظ اُستاد بولتا ہَے - اس کو سمجھنے لگ جاتے ہَیں +

بہرے بچّے لفظوں کا مفہوم اسی طرح سیکھ جاتے ہَیں - جس طرح ہم اور تُم - مثلاً اگر ایک شخص لفظ "کپ" بولتا ہَے - اور ساتھ ہی پیالہ کی طرف اشارہ کرتا ہَے - تو بچہ سمجھ لیتا ہَے - کہ کپ سے مُراد پیالہ ہَے - اور جب کبھی اسے پیالہ کہنا ہوگا - وہ بھی یہی آواز نکالیگا - اسی طرح بہرہ بھی لفظوں کے معنی سمجھ جاتا ہَے - فرق صرف اتنا ہَے - کہ لفظ اسکے لیئے آوازوں سے بنے ہوئے نہیں ہوتے - بلکہ حرکات ہوتی ہَیں - اور وُہ ان حرکات کے ساتھ معنوں کو جوڑ لیتا ہَے +

بہرے بچّے بولنا اس طرح سیکھ جاتے ہَیں - کہ اُستاد ان کا ہاتھ بولتے وقت اپنے گلہ اور مُنہ کے پٹھوں پر رکھ کر ان کو بتلاتا ہَے - کہ فلاں لفظ کو

باب گیارھواں

بہرے اور گونگے بچوں کی تعلیم :- شاذ و نادر
ہی کوئی ایسا شخص ہوتا ہے - جو بہرہ بھی ہو اور
گونگا بھی + بہت سے لوگ صرف بہرے ہوتے ہیں
اور وہ گونگے اس لیئے رہتے ہیں - کہ ان کو بولنا
سکھایا نہیں گیا - اگر ان کو بولنا بھی سکھایا جاتا
تو وہ بہرے رہتے ہوئے بھی لفظوں میں اپنے
خیالات کا اظہار کر سکتے + ہم سب بچپن سے ہی
آوازوں سے گھرے رہتے ہیں - سب سے پہلے والدہ
کی آواز - اس کے بعد ارد گرد کے پرندوں - مویشیوں
انسانوں کی آوازیں - پانی و ہوا کی آواز - دروازوں
کے کھلنے اور بند ہونے کی آوازیں یہ سب قسم کی
آوازیں ہمارے کانوں میں پڑتی رہتی ہیں + اور
آوازیں سنتے سنتے ہمیں ان کے مفہوم کا بھی
آہستہ آہستہ پتہ لگتا ہے - پھر ان کی خود نقل
اتارنا شروع کرتے ہیں - اور انہیں آوازوں اور
لفظوں کے ذریعہ اپنے دل کی باتیں ظاہر کرتے
ہیں - بہرے بچے بولنا اس لیئے نہیں سیکھتے کہ وہ
آواز سنتے ہی نہیں - جنکی وہ نقل اتار سکیں -

دلکش سیرگاہ ہے - پاس ہی تالاب ہے - جس میں لوگ کشتیاں چلاتے ہیں - یہاں بس کو اندر جانے کی اجازت نہیں - امیروں کی گاڑیاں جا سکتی ہیں +

اب ہم بس سے اُتر کر ایک اور عجُوبہ دیکھتے ہیں - یہ لنڈن کی زمین کے نیچے چلنے والی ریلیں ہیں - یہ دروازہ ہے یہاں لفٹ میں ہم بیٹھ جاتے ہیں - جو آہستہ آہستہ نیچے چلی جاتی ہے - یہاں ریل کا پلیٹ فارم ہے - اس سے نیچے ریل کی پٹری بچھی ہوئی ہے - دونو طرف تاریک ٹنل ہیں - اِدھر سے گاڑی آتی ہے - اُدھر نکل جاتی ہے - یہ لو وہ گاڑی آئی - دروازے کھُل گئے - اور ہم اندر داخل ہو گئے - گاڑی چل پڑی - کیونکہ یہاں وقت ضائع نہیں کیا جاتا - جگہ جگہ سٹیشن ہیں - جہاں گاڑی ٹھہرتی ہے - ہم اب پھر بنک پر پہنچ گئے ہیں - گاڑی سے اُترتے ہی سامنے ایک خود بخود اُٹھنے والی سیڑھیاں نظر آئیں - ہم کھڑے ہو گئے اور بس - سیڑھی اوپر کو چلی - اور بلا ہماری کسی قسم کی کوشش کے ہم اُوپر گلی میں پُہنچ گئے - یہ سیڑھی لفٹ کا کام دیتی ہے - اب پھر ہم اسی بازار میں پہنچ گئے ہیں جو لوگوں سے بھرا ہُوا ہے +

کے لئے بڑی مفید ہیں ۔ کیونکہ گاڑیوں کی آمد و
رفت اِتنی ہے ۔ کہ ہر وقت اندیشہ رہتا ہے ۔
کوئی نیچے نہ آ جائے ۔ پولیس کے آدمی سڑکوں
پر جگہ جگہ کھڑے ہیں ۔ تاکہ گاڑیوں کی آمد و
رفت کا مُناسب انتظام کریں اور گڑ بڑ نہ
ہونے دیں ۔ بعض دفعہ گاڑیاں روک لی جاتی
ہیں ۔ جب تک دُوسری گاڑیاں سامنے سے نہ
گذر جائیں ۔ مکان پانچ چھ منزل اُونچے ہیں
ہر ایک دوکان کے سامنے ایک بڑی شیشے کی
کھڑکی ہوتی ہے ۔ جس میں مال رکھا ہوتا ہے ۔
تاکہ گذرنے والوں کی توجّہ کھنچ سکے ۔ بوٹوں
کی دوکانیں ۔ بنیئے کی دوکان ۔ بزازوں ۔ کتُب
فروشوں کی دوکانیں بیشمار دکھائی دیتی ہیں ۔
ریفرشمنٹ کے مکان اور ہوٹل بھی ہیں ۔ جہاں
ہر وقت پکا پکایا کھانا مل سکتا ہے ۔

ویسٹ انڈ سے دفتر اور گودام کم نظر آنے لگتے
ہیں ۔ عالیشان دوکانیں اور بڑے بڑے مکان
مشہور ڈاکٹروں کے دکھائی دیتے ہیں ۔ یہاں ہی
ایک پبلک پارک ہے ۔ جہاں بچے کھیلتے ہیں ۔
اور لوگ سیر کرتے ہیں ۔ سبز گھاس اور
درختوں سے سجی ہوئی ہے ۔ بڑی خوبصورت

دوکانیں ہیں - دن کے وقت بڑی رونق ہوتی ہے - لیکن رات کو دوکاندار گھروں کو چلے جاتے ہیں اور بازار خالی ہو جاتے ہیں - صرف چند کلرک چوکیدار اور چپڑاسی رہ جاتے ہیں - دوکانداروں کے شہر کے باہر رہایشی مکان الگ ہیں - رات کو وہ وہاں رہتے ہیں - ہر صبح کو الیکٹرک گاڑی میں شہر جاتے ہیں - اور شام کو گھر واپس چلے جاتے ہیں +

آؤ بس میں لنڈن کی سیر کریں - یہ کرایہ کی موٹر گاڑیاں ہیں - جن کی چھت پر بھی بیٹھنے کیلئے جگہ ہوتی ہے - تھوڑے سے خرچ سے ہم منزل مقصود پر پہنچ سکتے ہیں + بنک آف انگلینڈ سے ہم اس بس میں سوار ہوتے ہیں - آؤ چھت پر بیٹھیں - بازاروں میں لوگ کھچا کھچ بھرے ہوئے ہیں - اس لیئے بس آہستہ آہستہ چلتی ہے - ایسا نہ ہو کہ ٹکر لگ جائے یا کوئی مسافر نیچے آجائے - سڑکوں پر لکڑی لگی ہوئی ہے - اور دونوں طرف پیدل مسافروں کے لیئے سڑکیں بنی ہوئی ہیں - جو بازار کی سطح سے ذرا اونچی ہیں - کہیں کہیں درمیان میں بھی ایک سڑک پیدل جانے والوں کے لیئے بنی ہوئی ہیں - یہ سڑکیں پیدل جانیوالوں

پیچھے گاڑیاں کھڑی تھیں ۔ اس مکان کے اِرد گرد اراضی ہموار تھی ۔ اس کے پیچھے سیدھی پہاڑیاں تھیں +

لڑکے اب یہاں گھر کی طرح رہنے لگے ۔ وُہ مُرغوں کو دانہ ڈالتے ۔ انڈے اکٹھے کرتے ۔ اور جنگل میں دور تک سیر کو چلے جاتے ۔ پھُول اور پرندوں کے انڈے اور گھونسلے جمع کرتے اور مچھلیاں پکڑتے + چونکہ فصل کاٹنے کے دن تھے ۔ وُہ اس کام میں بھی مدد دیتے ۔ ان کے دن بڑی خوشی سے گزُرتے تھے ۔ اور ان کی صحت بڑی اچھّی ہو گئی + اب مہینہ ختم ہو گیا اور ان کو سکوُل جانے کا فکر ہُوا + چچا کو الوداع کہہ کر وہ گھر واپس آ گئے +

باب دسواںٌ

لنڈن ۔ لندن دُنیا میں سب سے بڑا شہر ہے ۔ اور یہاں کے بیشمار عجیب و غریب نظارے قابل دید ہیں ۔ لندن کے کاروباری حِصّے کو شہر کہتے ہیں ۔ اس حِصّے میں دفتر گودام اور

کی طرف چل پڑے۔ راستہ میں انہوں نے بہت
سی نئی نئی چیزیں اور نظارے دیکھے۔ تین
گھنٹہ کے سفر کے بعد گاڑی سٹیشن پر پہنچی۔
ان کا چچا سٹیشن پر ان کے استقبال کے لیۓ
موجود تھا۔ ان کا اسباب گاڑی میں لاد کر وہ
ان کو ہمراہ گھر پر لے آیا۔ شام کا کھانا کھا
کر لڑکے سو گئے۔ کیونکہ تھکے ہوئے تھے۔ دوسرے
دن صبح کے وقت ان کے چچیرے بھائی ہیری
نے ان کو جگایا۔ کہ آؤ گائے کا دودھ دوہیں
وہ بڑی خوشی سے گئے اور ہیری نے دودھ
دوہنا شروع کیا۔ ٹام نے بھی کوشش کی لیکن
ناکام رہا۔ آخر اس کے چچا نے کہا کہ گائے
تم سے گھبراتی ہے۔ کچھ دن لگاتار کوشش کرو
پھر تمہیں یہ گائے دودھ دے دیگی۔ چنانچہ
چند دن مشق کرنے کے بعد وہ کامیاب ہو گیا۔
یہ مکان دو منزلہ مربع شکل کا تھا۔ اس کے
سامنے کھلیان تھا۔ اس سے آگے ایک شیڈ تھا
جہاں ہل اور کھیتی باڑی کے دوسرے اوزار
رکھے ہوئے تھے۔ گوؤں کیلئے ایک الگ مکان تھا
تین چار ڈھیر سوکھے گھاس کے تھے۔ گھوڑوں
کے لیۓ اصطبل تھا۔ اور ایک مستقل مکان کے

کے اوپر بنے ہوتے ہیں - ان کے سامنے صحن یا تختہ ہوتا ہے - جہاں مسافر کرسیوں پر بیٹھے اخباریں پڑھتے رہتے ہیں - یا بات چیت میں دن گزارتے ہیں ۔ انجن جن سے جہاز چلتا ہے - نیچے ہوتا ہے - جس کا دُھواں چمنیوں کے ذریعہ نکلتا رہتا ہے ۔

باب نواں

تعطیلیں - گاؤں کے کھیتوں میں جیک اور ٹامی دونوں بھائی سکول میں اکھٹے پڑھا کرتے تھے سکول میں تعطیلیں ہو گئیں - پہلے ہی دن صبح اُٹھ کر وُہ سمندر میں نہانے چلے گئے وہاں خُوب نہائے اور جب گھر واپس آئے تو ان کی والدہ نے انہیں خوش خبری دی کہ ان کے چچا نے انہیں بُلا بھیجا ہے - کہ چھٹیوں کے دن اس کے پاس گاؤں میں کاٹیں - وُہ بڑے خوش ہوئے - اور دو چار دن تیاری میں مصروف رہے ۔ ان کا والد انہیں ریل گاڑی میں سوار کر آیا - اور وُہ اپنے چچا کے گاؤں

ڈھکے ہوئے جہازوں پر توپیں کسی رہتی ہیں۔ علاوہ جنگی جہازوں کے تجارتی جہاز بھی بہت سے ہیں۔ جن میں مال آتا جاتا رہتا ہے +

زمانہ حال کے جہاز سب کے سب دخانی ہیں۔ پرانے وقتوں میں بادبانوں سے چلتے تھے۔ اگر ہوا موافق ہوتی تو تیز چلتے تھے۔ لیکن ہوا مخالف ہوتی یا بند ہو جاتی تو جہاز بالکل کھڑا ہو جاتا۔ آجکل ایسے جہاز محض مچھلی کے شکار کے لئے استعمال کئے جاتے ہیں + آجکل کے دخانی جہاز باد مخالف کے باوجود اچھی طرح چلتے ہیں + آجکل جہاز میں سفر کرنا بڑا آرام دہ ہے۔ ایک بڑے جہاز میں ۵۰۰ مسافر آ سکتے ہیں۔ علاوہ ملاحوں۔ ملازموں۔ باورچیوں وغیرہ کے + آٹا۔ انڈے۔ مکھن ہر وقت جمع رہتا ہے۔ اور چونکہ سمندر کا پانی کھاری ہوتا ہے۔ اس لئے تازہ پینے کے پانی کا بھی ذخیرہ جمع رکھتے ہیں۔ کھانے کی چیزیں جو خراب ہونیوالی ہوتی ہیں۔ ان کو برف کے ٹھنڈے کمرے میں رکھا جاتا ہے + ایک یا زیادہ کھانے کے کمرے ہوتے ہیں بیٹھنے کے کمرے الگ ہوتے ہیں۔ کمروں کے کئی تختے یا منزلیں ہوتی ہیں۔ یہ کمرے ایک دوسرے

جاتا ہے - ٹیم بھی آگے پیچھے ہوتی رہتی ہے
کھلاڑیوں کے علاوہ ایک امپائر ہوتا ہے -
جس کا فرض یہ ہوتا ہے - کہ دیکھے کہ کھیل قاعدے
کے مطابق ہو رہی ہے - جہاں کوئی کھلاڑی خلاف
قاعدہ کھیلتا نظر آتا ہے - امپائر فوراً اس ٹیم
کو سزا کے طور پر دوسری ٹیم کو کک کرنے کا
اختیار دے دیتا ہے - دونوں طرف لائن مین
ہوتے ہیں جو یہ دیکھتے ہیں کہ بال کہاں سے
میدان کی حد سے باہر نکلا + نصف وقت کے
بعد ٹیمیں اپنی اپنی طرف بدل لیتی ہیں + اس
کھیل کے قاعدے عملی طور پر کھیل میں شامل ہو
کر اچھی طرح سیکھے جا سکتے ہیں + زبانی یاد
کر لینے کا کچھ فائدہ نہیں -

باب آٹھواں

دخانی جہاز :- انگلستان ایک جزیرہ ہے -
اس کی حفاظت کے لئے جنگی جہازوں کے بیڑے
کی ضرورت ہے - انگلستان کی بحری طاقت دنیا
میں سب سے زبردست ہے ان آہنی چادروں سے

جسم کے مقابلہ فٹ بال ہلکا ہوتا ہے - باہر
چمڑے کا غلاف ہوتا ہے - اسکے اندر ایک بلیڈر ہوتا ہے جس
میں ہوا بھر دیتے ہیں + کھلاڑی تعداد میں بائیس
ہوتے ہیں - یعنی گیارہ گیارہ کی دو ٹیمیں - ایک
ایک طرف دوسری دوسری طرف - ہر ایک ٹیم کا
کھلاڑی ایک مقررہ جگہ پر کھیلتا ہے - پانچ کھلاڑی
آگے - تین ان کے پیچھے دو ان کے پیچھے اور
ایک گول میں + کپتان ٹاس کرتے ہیں -
جیتنے والی ٹیم کو اختیار ہوتا ہے - کہ جو نصف
میدان چاہے لے لیوے - دوسری ٹیم دوسرے
نصف حصے لے گی - مرکز میں بال رکھا جاتا ہے
اور ٹاس ہارنی والی ٹیم پہلے کک لگا کر کھیل شروع
کرتی ہے - ہر ایک ٹیم یہ کوشش کرتی ہے -
کہ مخالف ٹیل کے گول میں سے فٹ بال
کک مار کر گزار دیں - بال کو ہاتھ لگانا منع ہے
جو ٹیم دوسروں کے برخلاف زیادہ گول کرے
وہ جیتتی ہے + ہر ایک کھلاڑی اپنی مقررہ حد
کے اندر ہی کھیلتا ہے - اگر وہ ہر جگہ کھیلتا
پھرے - تو گڑ بڑ مچ جائے - اپنی جگہ رہ کر وہ
اپنے دوسرے ساتھیوں کی طرف آسانی سے بال پاس
کر سکتا ہے - جوں جوں بال آگے پیچھے ہوتا جاتا

پیٹ کی خاطر ان ماہی گیروں کو اپنی جان خطرے
میں ڈالنی پڑی۔ افسوس! کہ دوسرے دن انکی
لاشیں کنارے پر دکھائی دیں + طوفان میں تینوں
کی جانیں تلف ہوئیں + یہ کہانی ظاہر کرتی ہے۔
کہ ماہی گیروں کا کام کیسا خطرناک ہے +

باب ساتواںؐ

فُٹ بال۔ فُٹ بال انگریزوں کی قومی کھیل
ہے۔ اس میں بڑی سخت ورزش ہوتی ہے۔
اس لئے سردیوں میں کھیلتے ہیں۔ یہ کھیل اب
ہندوستان کے سکولوں میں بھی عام ہوتی جاتی ہے +
اس کے لئے سو گز لمبا اور پچاس گز چوڑا میدان
چاہیئے۔ چاروں طرف کھریا مٹی سے لکیریں ڈال
لیتے ہیں۔ اور کونوں میں جھنڈیاں یا کوئی اور
نشان رکھ لیتے ہیں۔ بیچوں بیچ چوڑائی میں ایک
لکیر کھینچتے ہیں۔ اور اس کے مرکز میں ایک چھوٹا
دائرہ کھینچ لیتے ہیں۔ دونوں طرف گول ہوتے
ہیں۔ دو لکڑیاں آٹھ آٹھ گز کے فاصلہ پر زمین
میں گاڑ لیتے ہیں +

باوجود کچھ بھی میسّر نہیں ہوتا۔ دُوسرا لڑکا روشنی کے مینارہ کا محافظ ہے۔ وُہ بھی کام میں باپ کی مدد کرتا ہے۔ بڑی لڑکی میری ہے جو دوکان کے کام میں مدد دیتی ہے۔ اور ڈاکخانہ کا کام بھی کرتی ہے۔ چھٹیاں چھانٹتی ہے۔ لوگوں میں تقسیم کرنے کے لئے اور ڈاک کے تھیلے تیار کرتی ہے ریل میں بھیجنے کے لئے۔ اور ٹکٹ کارڈ لفافے بیچتی ہے۔ دوکان میں کھانڈ چاے۔ دیا سلائی وغیرہ بیچتی ہے۔ کیونکہ دوکان ایک ہی ہے۔ اس کے لئے سب چیزیں تھوڑی تھوڑی رکھنی پڑتی ہیں۔ ان کے دُوسرے بچے ابھی پڑھتے ہیں۔ وُہ بھی گھر کے کام میں مدد دیتے ہیں +

گاؤں کی عورتیں بڑی محنتی ہیں۔ بچوں کی پرورش کرتی ہیں۔ روٹی پکاتی ہیں۔ کپڑے دھوتی ہیں اور سیتی اور مرمّت کرتی ہیں۔ اور باغ کا کام بھی کرتی ہیں +

تین ماہی گیر۔ تین ماہی گیر ایک شام کو اپنی کشتی میں شکار کو نکلے۔ آندھی بڑے زور سے آئی اور ان کی عورتیں بڑی متفکّر تھیں۔ وہ ساری رات روشنی کے مینار میں بیٹھی رہیں۔

ہیں - اور وُہ ان سے نہیں ڈرتے + بڑی گلی
کے دونوں طرف مکانوں کی قطاریں ہیں- سب
میں سفیدی ہوئی ہوئی ہے -اور بڑے صاف
نظر آتے ہیں - کئی مکانوں کے سامنے باغ ہیں
جس میں پھول رَونق دے رہے ہیں + اس بازار
کے خاتمہ پر گاؤں کا مَدرسہ ہے - بچّوں کے
رنگ سیاہ اور چہرے سُرخ ہیں - اور وہ زیادہ
وقت پانی میں ہی رہتے ہیں + بچپن سے
ہی وُہ کشتی چلانا سیکھنا شروع کر دیتے ہیں +
اس سے پرے گرجا گھر پہاڑی پر واقع ہے -
اِتوار کے دن لوگ یہاں نماز پڑھنے اور بھجن گانے
جمع ہُوا کرتے ہیں + بن ولیم اس گاؤں کا ایک
ماہی گیر ہے جو بڑا جفاکش ہے - اس کا باغ بڑا
خوبصورت ہے - اس کا کُنبہ بہت بڑا ہے -
اس لیئے جتنا ہو سکتا باغ سے ان کے گزارے
کے لیے پیدا کرتا ہے - اس کی عورت بھی بڑی
محنتی ہے - ان کے چھ بچّے ہیں - تمام زندہ دل
سب سے بڑا شادی شدہ الگ رہتا ہے - لیکن
باپ کے ساتھ مل کر کام کرتا ہے - ان کی مشترکہ
کشتی ہے - جسمیں مچھلی کا شکار کرتے ہیں - کبھی
کبھی شکار اچھا ہو جاتا ہے - اور کبھی محنت کے

باب چھٹا

ماہی گیروں کا ایک گاؤں - یہ ایک ایسے ساحل پر واقع ہے - جس پر سخت طوفان آتے رہتے ہیں - بہت سی نوکدار چٹانیں دُور تک سمندر میں چلی گئی ہیں - کئی پانی کے اندر ڈوبی ہوئی نظر بھی نہیں آتیں - اس کے باعث جہازوں کے لئے یہ جگہ بڑی خطرناک ہے - ایک بڑی چٹان کے اوپر ایک روشنی کا مینار ہے جو جہازوں کو اس خطرے سے آگاہ کرتا ہے - ایک نصف دائرہ شکل کی خلیج کے درمیان یہ گاؤں واقع ہے - اس کے دہانہ پر ایک ریت کا ٹیلہ ہے - جس کے ساتھ ساتھ ہی ایک تنگ راستہ ہے - جو جہازوں کے لئے ایک محفوظ بندرگاہ ہے - اس ٹیلہ پر سمندر کی لہریں ٹکراتی سنائی دیتی ہیں - گاؤں کے پچھلی طرف پہاڑیاں خشک پتھریلی ہیں - اور ان پر کسی قسم کی کاشت نہیں ہو سکتی +

لوگوں کا گزارا ماہی گیری پر ہے - وہ بہادر اور نڈر ہیں - ان کو یہ سب خطرناک جگہیں معلوم

نکلتے ہیں۔ جب رات کو دُھند ہو اور روشنی دکھائی نہ دے سکے تو گھنٹیاں بجائی جاتی ہیں۔ سمندر کی لہریں چٹانوں کے ساتھ بڑے زور سے ٹکراتی ہیں۔ اور اس کے باعث اس کے نیچے سے مٹی نکلتی رہتی ہے۔ جس کا نتیجہ یہ ہوتا ہے کہ کبھی دن یک لخت ہی ساری پہاڑی گر پڑتی ہے۔ اور پانی میں گم ہو جاتی ہے۔ اگر اس پر کوئی عمارت ہو تو وہ بھی نیست و نابود ہو جاتی ہے۔

لڑکے سکول چھوڑنے کے بعد اس قابل ہو جاتے ہیں کہ اپنے والدین کی روزی کمانے میں مدد کریں۔ وہ ماہی گیری کا کام کرنے لگ جاتے ہیں۔ مینہ سے یا آندھی سے یا طوفان سے مطلق نہیں ڈرتے گھنٹوں کشتی پر سمندر میں گذار دیتے ہیں۔ بعض دفعہ سمندر میں انہیں طوفان آ گھیرتا ہے۔ اور وہ بڑی مشکل سے جان بچاتے ہیں۔ یا مر جاتے ہیں۔ ان کی زندگی واقعی بڑی پُر خطر ہے۔

کنکریاں پھینکتے رہتے ہیں ۔ جب سمندر میں طوفان
نہ ہو تو وہ پایاب پانی میں مچھلیاں یا سیپیاں
اکٹھی کرتے پھرتے ہیں ۔ سیپیاں در اصل چھوٹے
چھوٹے جانوروں کے گھر ہوتے ہیں ۔ جب
جانور مر جاتے ہیں ۔ اور سیپیاں خالی ہو جاتی
ہیں ۔ سمندر کی لہریں انہیں کنارے پر لا
پھینکتی ہیں ۔ کبھی لڑکے پانی میں پاؤں لٹکائے
بیٹھے رہتے ہیں ۔ یا سیدھی پہاڑیوں پر چڑھ
جاتے ہیں ۔ بحری پرندوں کے انڈوں کی تلاش
میں ۔ جب سمندر میں طوفان ہو ۔ اس وقت
ان کو بڑا محتاط ہونا پڑتا ہے ۔ ایسا نہ ہو کہ
پانی ان کو بہا کر لے جائے ۔

کہیں کہیں ساحل بڑا خطرناک ہے ۔ وہاں
بڑے بڑے چٹان ہوتے ہیں ۔ کئی تو پانی سے
باہر نظر آتے ہیں ۔ کئی پانی کے اندر ہوتے
ہیں ۔ اور جو جہاز راں ان سے ناواقف ہو اسکی
کشتی ان چٹانوں سے ٹکرا کر چور چور ہو جاتی
ہے ۔ اس خطرہ کا یہ علاج کیا گیا ہے ۔ کہ
ان جگہوں پر روشنی کے مینار بنائے گئے ہیں
جن میں رات کے وقت لمپ جلتے رہتے ہیں ۔
ان کی روشنی سے جہاز راں ان چٹانوں سے بچ

ہے جس کے رُو سے ہر ایک بچے کو لڑکا ہو یا
لڑکی پانچ اور چودہ سال کی عمر کے درمیان
لازمی طور پر پڑھنے کیلئے حاضر ہونا پڑتا ہے ۔
لڑکے اور لڑکیاں ایک ہی مدرسہ میں پڑھتی ہیں+
اتوار کے دن دوکانیں بند ہوتی ہیں۔چھٹیوں میں
اور سکول کے بعد لڑکے اپنے والدین کے ساتھ
کھیتوں میں کام کرتے ہیں ۔ تعلیم سے فارغ ہو
کر لڑکے یا تو کھیتی باڑی کے کام میں لگ
جاتے ہیں ۔ یا شہروں میں جاکر فوج ۔ پولیس ۔
ڈاکخانہ میں ملازم ہو جاتے ہیں ۔ یا دوکانیں کھول
لیتے ہیں ۔ لڑکیاں گھروں میں نوکر ہو جاتی ہیں۔
یا دوکانوں یا ڈاک خانوں میں اسسٹنٹ بن جاتی ہیں۔

بابْ پانچواںْ

ساحل ۔ انگلینڈ کے ساحل پر رہنے والے
لوگوں کی زندگی بڑی پُر مشقت اور خطرناک
ہوتی ہے ۔ روکے بچپن سے ہی سمندر (بحری زندگی) کے
عادی ہو جاتے ہیں ۔ شروع سے ہی ساحل پر ریت
میں کھیلتے ہیں ۔ بھاگتے پھرتے ہیں یا پانی میں

بجلی سے عمارت کو محفوظ رکھنے کے لئے ایک دھات کا پترا اوپر چوٹی سے لے کر نیچے تک لگا ہُوا ہَے - اور زمین میں گاڑا ہُوا ہَے - وُہ بجلی کو بادلوں سے کھینچ لیتا ہَے - اور زمین تک لے جاتا ہَے - وہاں اس کا اثر زائل ہو جاتا ہَے - اس مینار کے اندر گھنٹہ لگا ہُوا ہَے - جو اتوار کو بجتا ہَے - اور لوگوں کو گرجے میں آنے کی دعوت دیتا ہَے - گرجے کے اندر قریباً چار سو آدمی سما سکتے ہَیں - پادری لوگوں کو نماز پڑھاتا ہَے - اور مُفلسوں کی خبرگیری کرتا ہَے - وُہ گاؤں میں رہتا ہَے +

ہر گاؤں میں سرائے ضرور ہوتی ہَے - جہاں مُسافر ٹھہر سکتے ہَیں - اور قیمت ادا کرکے کھانا کھا سکتے ہَیں - ہر ایک سرائے کے اوپر ایک نشان ہوتا ہَے - جو عموماً کسی جانور کا ہوتا ہَے - مثلاً گائے یا شیر یا بکری اور اسی نشان کے مطابق اس سرائے کا نام ہوتا ہَے - مثلاً سفید گھوڑا یا شیر وغیرہ - ہر ایک گاؤں میں دوکان بھی ہوتی ہَے - جس میں ڈاک خانہ کا کام ساتھ ہی ہوتا ہَے +

ہر ایک گاؤں میں سکول ہوتا ہَے - جو عموماً گاؤں سے باہر ہوتا ہَے - انگلینڈ میں ایک قانون جاری

باب چوتھا

ایک گاؤں ۔ گاؤں کئی میل بلکہ اس سے
بھی زیادہ رقبہ میں بسا ہوتا ہے ۔ کیونکہ مکان
ایک دوسرے سے فاصلہ پہ ہوتے ہیں ۔ مکان
عموماً دومنزلے ہوتے ہیں ۔ وجہ یہ ہے ۔ کہ
انگلینڈ میں زمین مہنگی ہے ۔ اور کمرے کے اوپر
کمرہ بنانا زیادہ سستا رہتا ہے ۔ نیز سخت گرمی کے
نہ ہونے کے باعث اوپر کے کمروں میں کوئی
تکلیف نہیں ہوتی ۔ مکان پتھر یا اینٹوں کے
بنائے جاتے ہیں ۔ کچے مٹی کے نہیں ہوتے ۔
وہ خوب ہوا دار ہوتے ہیں ۔ اور ان میں سفیدی
ہوئی ہوتی ہے + گاؤں کی شاملات چرانے
کے لئے ہوتی ہے ۔ جو گاؤں کے لوگوں کی مشترکہ
ملکیت ہوتی ہے ۔ جس میں وہ مویشی چرا سکتے
ہیں ۔ یہاں میلے لگتے ہیں ۔ اور کرکٹ میچ اور
کھیلیں ہوتی ہیں + پاس ہی گاؤں کا جوہڑ یا
تالاب ہے ۔ جس میں بطخیں تیرتی رہتی ہیں ۔
اور مویشی پانی پیتے ہیں + اس سے پرے گرجا
ہے ۔ اس کا ایک مربع مینار ہے ۔ اس کے اوپر

جو - اوٹ - آلو - شلغم وغیرہ بہت ہوتے ہیں -
گھاس ہمیشہ سبز رہتا ہے - کھیت اور جنگل
موسم بہار میں خوبصورت پھولوں سے بھرے
ہوتے ہیں - خزاں میں درختوں کے پتے زرد
ہو جاتے ہیں - اور سوکھ کر گر جاتے ہیں -
سردیوں میں درختوں پر پتہ نظر نہیں آتا + انگلینڈ
میں کھیت بڑے بیڈصب سے ہوتے ہیں - اور
اور پنجاب کے کھیتوں کی نسبت چھوٹے ہوتے
ہیں - وہ سارے کے سارے ہموار بھی نہیں ہوتے
بلکہ بعض کھیت تو ڈھلوان ہوتے ہیں - خزاں
کے موسم میں گھوڑوں سے ہل جوتتے ہیں - سردی
میں زمین برف سے ڈھکی رہتی ہے - اس لیئے
تخم ریزی موسم بہار میں ہوتی ہے - اور فصل
ستمبر میں کاٹی جاتی ہے - کھیتوں کے ارد گرد
جھاڑیاں ہوتی ہیں - ان میں آنے جانے کیلیئے
راستے رکھے ہوتے ہیں - ان جھاڑیوں کا یہ فائدہ
ہے - کہ موشی کھیتوں میں نہیں جا سکتے - اور
فصلیں محفوظ رہتی ہیں - جھاڑیوں کے ساتھ ساتھ
درخت لگے ہوتے ہیں - جن کے سایہ میں موشی
ہرام پا سکتے ہیں +

یہ دیکھ کر کہ وہ جرابیں مٹھائی اور کھلونوں سے بھری ہوئی ہیں۔ وہ سمجھتے ہیں کہ فادر کرسمس رات کے وقت آ کر ان کو یہ چیزیں دیگیا ہے۔ کرسمس کے دن صبح کے وقت لوگ گرجوں میں نماز پڑھنے جاتے ہیں۔ دوپہر کو ہر ایک گھر میں ایک بڑا پُرتکلف کھانا ہوتا ہے۔ اس کے بعد کھیلیں۔ ناچ۔ راگ اور دیگر تفریح کے سامان ہوتے ہیں۔ کرسمس کے دن مکانوں کو خوب سجایا جاتا ہے۔ درو دیوار پر پھول اور ہرے ہرے پتے اور جھنڈیاں لٹکائی جاتی ہیں۔ غرضیکہ ان ایام میں خوب رونق اور چہل پہل رہتی ہے۔ اور ہر طرح سے خوشی منائی جاتی ہے۔

باب تیسرا

دیہات:۔ انگلینڈ پنجاب کی نسبت زیادہ سرد ملک ہے۔ اس کی سطح مختلف جگہوں میں مختلف قسم کی ہے۔ اس میں پہاڑیاں وادیاں زراعتی زمین اور چراگاہیں۔ دریا اور نالے پائے جاتے ہیں۔ بارش بکثرت ہوتی ہے۔ گیہوں

ہوتے ہیں ۔ شام کو چائے بسکٹ ۔ اور رات کا بڑا کھانا ۔ امیروں کی میز پر تو کئی قسم کے کھانے چنے جاتے ہیں ۔ شوربا ۔ مچھلی ۔ گوشت سبزیاں ۔ پھل اور شراب وغیرہ غریب لوگ بہت قسموں کے کھانے نہیں بنا سکتے ۔ انگریز آلو بہت کھاتے ہیں +

باب دُوسرا

کرسمس ۔ حضرت عیسیٰ مسیح کی پیدائش کا دن جو ۲۵ر دسمبر کو ہوتا ہے ۔ انگریزوں کا خاص تہوار ہے ۔ اور بڑی دُھوم دھام سے منایا جاتا ہے ۲۴ر دسمبر کی شام کو کرسمس کی شام کہتے ہیں۔ لوگ آپس میں تحفہ تحائف دیتے لیتے ہیں ۔ اور دُکانیں خوب سجی ہوئی ہوتی ہیں ۔ بچے اپنے والدین اور رشتہ داروں کو تحفہ نذر کرنے کے لئے پہلے سے ہی پیسے جیب خرچ سے بچاتے رہتے ہیں + کرسمس کی شام کو بچے اپنی چارپائیوں کے ساتھ اپنی جرابیں لٹکا کر سو جاتے ہیں۔ اور صبح اٹھتے ہوئے بڑے خوش ہوتے ہیں ۔

جو اس کے والدین تجویز کرتے ہیں + جب
عورت کسی مرد سے شادی کرتی ہے ۔ تو وہ
اس مرد کے خاندان کا نام اختیار کرتی ہے ۔
اگر خاندان کا نام براؤن ہے ۔ تو مسٹر براؤن
کی عورت مسٹرز براؤن کہلائیگی ۔ ان کا لڑکا بھی
مسٹر براؤن کہلائیگا ۔ ان کی لڑکی مس براؤن
کرسچن نام بچوں کا والدین تجویز کرتے ہیں ۔
لڑکے لڑکیوں کے مختلف نام ہوتے ہیں ۔ مثلاً
اگر باپ کا نام جان براؤن ہے ۔ لڑکے کا نام
ٹام براؤن اور لڑکی کا نام ایلیس براؤن ہو سکتا
ہے ۔ جان ۔ ٹام ۔ ایلیس ان کے کرسچن نام ہیں ۔
رشتہ دار اور دوست ایک دوسرے کو کرسچن نام
سے پکارتے ہیں ۔ دوسرے ان کو کنبہ کے نام سے
بچے والدین کو ماں باپ کہہ کر پکارتے ہیں ۔
اور والدین بچوں کو کرسچن نام سے بلاتے ہیں +
کھانے ۔ انگلینڈ ایک سرد ملک ہے ۔ وہاں
طاقت قائم رکھنے کے لئے لوگوں کو بہت دفعہ
کھانا پڑتا ہے ۔ صبح چھوٹی حاضری آٹھ نو بجے
کے قریب جسمیں چائے ۔ مکھن ڈبلہ ۔ انڈے ہوتے
ہیں ۔ ایک بجے لنچ یعنی دوپہر کا کھانا ہوتا ہے ۔
جس میں گوشت ۔ سبزیاں ۔ حلوہ ۔ کھیر پھل وغیرہ

انگلینڈ کے باشندوں کی معاشرتی زندگی

مختصر ترجمہ

باب پہلا

نام اور خوراک - انگریزی پڑھنے والے ہندوستانی لڑکوں کے لیئے ضروری ہے کہ انکو انگریزوں کے رسم و رواج اور طرز معاشرت سے واقفیت ہو - کیونکہ اس کے بغیر وہ انگریزی زبان کو اچھی طرح نہیں سمجھ سکتے اور انگریزی کتابوں کا بخوبی مطالعہ نہیں کر سکتے ۔

نام - ہر ایک انگریز کے نام کے دو حصے ہوتے ہیں - ایک اسکے خاندان کا نام جو اس کو والد کی طرف سے ملتا ہے - جو نسلاً بعد نسلاً اس خاندان میں چلا آتا ہے - اور جو اس کنبہ کے تمام ممبروں کا مشترکہ نام ہے - اور دوسرا شخصی نام